
John A. Logan College
Carterville, Illinois



Request for Approval of a Proposed Change

***Change in Educational Offerings:
Online Associate of Applied Science
Interpreter Education
for the Higher Learning Commission
of the North Central Association
of Colleges and Schools***

June 2010

John A. Logan College

700 Logan College Road
Carterville, IL 62918

SUBMITTED BY THE IPP ONLINE DEGREE COMMITTEE:

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Deborah Payne, Dean for Instruction, Co-Chair

Valerie Barko, Associate Dean for Health & Public Service

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John A. Logan College is a two-year public community college located in rural southern Illinois. It was established by a public mandate in 1967 and opened its doors for classes the following year. The College is named for John A. Logan (1826-86), a Civil War general. General Logan spent his early years in what is now the college district before becoming a United States senator and vice-presidential candidate in 1884. Logan is also remembered for his role in establishing Memorial Day and as a fervent advocate for public education. With a district population of 143,000, the College serves five rural counties in southern Illinois. It is located 335 miles south of Chicago, and 180 miles from the state capital, Springfield. The closest large population center is St. Louis, Missouri, approximately 130 miles to the northwest.

During spring semester 2010, the College enrolled 7,162 students in baccalaureate-transfer and career education courses. During the fall and spring academic year, more than 13,000 students were enrolled in credit and non-credit continuing education, and more than 15,000 students were trained through the Center for Business and Industry. Full-Time Equivalency (FTE) for spring 2010 was 4,166.

The first online offerings at John A. Logan College were presented as continuing education courses in 1998. Since then, online courses have grown to represent a significant number of transfer and career classes, designed to serve students regardless of physical proximity to the campus. In the spring of 2010, online credit enrollment was 2,579, an increase of 26.6% over spring 2009.

The first online course in the Interpreter Preparation Program (IPP) at John A. Logan College was offered in the summer of 2000. The first online course was IPP 224, Educational Interpreting. In preparation to offer this course, interpreter program faculty attended the Faculty Summer Institute, offered by the Illinois Online Network on the University of Illinois campus. Interpreter program faculty also developed web supplemental materials for all of the interpreting and linguistics classes before undertaking the development of a completely online course. IPP was the first program to develop a short-term online certificate, consisting of four classes offered during the summer. It was also the first program to offer a one-year online certificate program, Educational Interpreting – Professional.

In spring semester, 2009, the IPP sought approval to offer Educational Interpreting – Professional Program as an Associate of Applied Science (AAS) degree. The internal approval process included departmental approval, Curriculum and Instruction Committee approval, College Council approval and Board of Trustees approval. External approval was also obtained from the Illinois Community College Board and the Illinois Board of Higher Education.

John A. Logan College is now seeking approval to offer the approved AAS degree program in a totally online format. The certificate program courses that make up the core for the degree are already offered online, and so are the general studies courses that are part of the degree.



Mission

We are a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities.

Mission Goals

- To foster an environment where diverse individuals, groups, and views are valued.
- To provide programs and services for lifelong learning that creates and enhances opportunities for achieving career and personal goals in a changing society.
- To serve with integrity and accountability as a model of institutional excellence.
- To offer affordable programs and services enhanced by technology in an accessible and safe learning and working environment.
- To be a center for intellectual, economic, cultural, and recreational resources for individuals and communities.

College Vision

Learning for Life

John A. Logan College strives to be a learning-centered institution that prepares students for effective global citizenship and responds to regional needs.

General Education Goals

The faculty and staff of John A. Logan College are committed to providing students with opportunities to develop learning abilities that will last a lifetime. Graduates will be prepared to succeed in their personal and professional lives because of achieved competence in the following general education goals:

- ***Goal 1:*** To think critically when solving problems, making decisions, and applying scientific inquiry methods.
- ***Goal 2:*** To participate in the entire communication process of listening, speaking, reading, and writing.
- ***Goal 3:*** To develop mathematical reasoning and an ability to apply quantitative methods.



- **Goal 4:** To achieve physical and mental wellness by learning responsibility, interpersonal skills, and a sense of personal worth.
- **Goal 5:** To develop an ethical awareness that focuses on the values of integrity, honesty, and personal responsibility.
- **Goal 6:** To become a responsible member of local, national, and global communities by recognizing the values of diverse histories, economies, and cultures.
- **Goal 7:** To respond esthetically to life by engaging in creative and artistic experiences.
- **Goal 8:** To accomplish workplace readiness by acquiring competencies and technological application skills related to chosen careers.

The proposed Educational Interpreting-Professional Associate of Applied Science degree will further the College mission of providing programming to meet the needs of constituents and addressing general education goals.



John A. Logan College requests approval from the Higher Learning Commission of the North Central Association of Colleges and Schools to extend accreditation to an Associate in Applied Science degree for Interpreter Education. Approval is requested in accordance with HLC policy I.C.2.b (Change in Educational Offering).

In the spring of 2007, the College submitted a request for approval to the Higher Learning Commission of the North Central Association of Colleges and Schools to extend accreditation to degree programs offered through distance delivery methods in areas relevant to its mission as a public community college. An evaluation team from the HLC completed a focused visit to the College in September of 2007. The College received the team's Final Report in December of 2007. On February 24, 2009, the College submitted a Progress Report Addressing Issues Related to Offering an Online Degree and on March 2, 2009, the HLC accepted the progress report. (Appendix A) Since that time the College has offered an online Associate of Arts degree.

History of Educational Interpreting

In the fall of 2007, the College first offered the Educational Interpreting – Professional certificate program online. The courses in the certificate program comprise part of the core curriculum in the proposed online AAS program. Program faculty met with the Higher Learning Commission team as part of the site visit, and students in the online program also met with the HLC team.

Because of expanded availability of general studies courses in an online format, it was a natural extension of the current AAS in Educational Interpreting – Professional to make it available in a totally online format. The Interpreter Preparation Program was an early adopter of online education at the College, and program faculty had more than ten years experience offering courses and course supplements in an online format. A faculty led Online Assessment Team has assessed all of the core courses in the program. (Appendix B)

The expected outcome of offering this program online will be to allow working interpreters to take online courses in order to attain an AAS degree. Because the entry level and professional standards for educational interpreters are increasing, working interpreters are seeking degree offerings that are flexible, and able to be taken while continuing to earn a living. This program enhances the College's mission, "to offer affordable programs and services enhanced by technology in an accessible and safe learning and working environment." The IPP program meets an identified need and provides a service for interpreters who work full-time in educational settings.

John A. Logan College online interpreting courses have helped working professionals maintain their certificate and retain their employment during a period of rapid increase in educational requirements for the interpreting field. Below is a chart of student enrollment in interpreting online courses since 2000.

Proposed Change



Learning for Life

Year	Course or Program	Semester	Number of Students
2000	IPP 224	Summer	9
2000	IPP 225	Fall	11
2001	IPP 227	Summer	17
2003	IPP 228	Summer	12
2004	IPP 226	Summer	7
2004	IPP 225	Summer	8
2005	IPP 224	Summer	16
2007	Ed. Interp. Prof.	Fall	19
2008	Ed. Interp. Prof.	Spring	19
2008	IPP 228	Summer	10
2008	Ed. Interp. Prof.	Fall	15
2009	Ed. Interp. Prof.	Spring	16
2009	Ed. Interp. Prof.	Fall	14
2010	Ed. Interp. Prof.	Spring	14
Total			187

Students to be served by the new AAS program are interpreters working in public and private schools needing additional interpreter education; interpreters needing to meet the Illinois State Guidelines for Educational Interpreters; and interpreters needing to meet new requirements to sit for the National Interpreter Certification test. Interpreters in rural areas with limited access to face-to-face classes will also be served.



The Illinois State Board of Education (ISBE) adopted new regulations for educational interpreters, effective July 28, 2006 (Appendix C). Many interpreters working locally and in the Illinois public school system currently meet the requirements for Initial Approval to work as educational interpreters, but do not meet the requirements for Standard Approval, which includes an associate level education component. Offering an online A.A.S. would allow interpreters to continue to work in the school system while taking courses to satisfy this requirement.

Many interpreters, who work with deaf and hard of hearing children in rural settings, have little or no training as interpreters. They became interpreters after several years of working as teachers' aides. It has been standard practice for school districts to promote from within rather than recruit interpreter program graduates at a higher rate of pay. This practice is changing due to the new ISBE requirements, but there are many interpreters currently working in the school system who were promoted in this way. This certificate program allows interpreters to gain the knowledge and skills to successfully meet Initial Approval requirements. The convenience of an online AAS would allow these interpreters to satisfy the Standard Approval educational requirement while retaining their employment. Standard Approval is required after four years of work with Initial Approval.

In June 2009, the National Registry of Interpreters for the Deaf and the National Association of the Deaf began requiring an associate degree to sit for the National Interpreter Certification (NIC) written and performance evaluation. This online AAS would also benefit interpreters seeking NIC certification

http://www.rid.org/education/edu_certification/index.cfm.

In January 2009, the state of Illinois began a new licensure requirement for working interpreters. This new license requires that interpreters earn continuing education units to maintain their license. The Educational Interpreting – Professional Program courses can be taken by licensed interpreters in Illinois to satisfy that requirement.

http://www.idhhc.state.il.us/pdf/Educational_Interpreter_Rule_25.550.pdf .

Having faculty expertise in the delivery of online instruction is a definite strength of this program. Interpreter program faculty members have been engaged in extensive training in online course delivery. Faculty members have attended the Faculty Summer Institute offered by the Illinois Online Network, the E-Learning Conference, and internal trainings offered through the campus Teaching and Learning Center. The primary online faculty member has won several awards for online education and has presented locally and nationally on online education and the use of video in online courses. This faculty member is also on the College's Distance Learning Committee, the Online Assessment Team, and has developed a training module for providing accessible online courses. She has served as a mentor for several College faculty members and assisted them in the development of their online courses.



In October, 2006, the Illinois Supervisors of the Hearing Impaired and the Illinois State Board of Education requested that interpreter education programs begin providing training for educational interpreters, to allow them to satisfy the new standards. In fall semester 2007, John A. Logan College began offering the Educational Interpreting – Professional Certificate Program. This program had sufficient credits and educational experiences to meet the Initial Approval requirements of the ISBE.

In spring 2008, the Interpreter Preparation Program Advisory Committee urged John A. Logan College to develop an online AAS degree in Educational Interpreting. (Appendix D) The IPP advisory committee includes the Executive Director of the Illinois Deaf and Hard of Hearing Commission, a representative from the Educational Interpreter Performance Assessment, the local Supervisor of Hearing Impaired programs in Franklin and Williamson Counties, teachers of the deaf in surrounding counties, representatives from the Illinois School for the Deaf outreach program, Southern Illinois University Disability Support Services personnel and other professionals working with Deaf & Hard of Hearing individuals. The development of this program is in direct response to their expressed needs.



John A. Logan College's curriculum is continuously reviewed, expanded and revised in response to articulation agreements with colleges and universities, innovations in technology, advisory committee recommendations, governing body initiatives, legislative mandates, and regional workforce needs. The College's curriculum approval process is outlined in the Course and Curriculum Submission Handbook

http://intranet.jalc.edu/cc_submission_handbook/cc_submission_handbook.pdf.

Course revision and approval originates within the designated department. Departmental faculty approve the proposal and forward it to the Dean for Instruction for submission to the Curriculum and Instruction Committee. This committee is an advisory group to the Vice President for Instruction and consists of representatives from instruction, including department chairs, associate deans, dean and Vice President for Instruction, and representatives from financial aid, word processing, advisement and student services. This committee meets monthly during the fall and spring semesters to review and approve submissions.

Once approved by the Curriculum and Instruction Committee, the proposal is sent to the College Council. The College Council is an advisory group to the College President and consists of representatives from all sectors of the campus. Once reviewed by this committee, the proposal advances to the President. The President submits the proposal to the board of Trustees. Upon approval, the proposal is submitted to the governing bodies of the community college: the Illinois Community College Board, the Board of Higher Education and/or the Illinois State Board of Education. Once approval is given, the College implements the course or program changes.

The College is currently using CurricuNet, an automated curriculum approval process to aid in the documentation and approval process. The Course and Curriculum Submission Handbook gives clear directions on how to fill out required forms for a variety of course or program submissions. The CurricuNet management system mirrors this process through an online format <http://curricunet.com/jalc/>.

Tracking of program and course approvals are monitored by Director to the Vice President for Instruction, Carla Haas.



The major challenge facing the Interpreter Preparation Program in offering an online AAS has been the lack of online general studies classes. John A. Logan College has been offering interpreter education courses online since summer semester 2000. Program faculty have attended extensive training in online education, course design and program design. Because of this, the IPP program has been waiting for the College to offer additional online courses and provide online student support services before seeking to offer an accredited AAS program online.

Since the last HLC visit, the College has expanded its online course offerings, especially its general education courses and has made significant progress in the delivery of distance education. Currently, the College has produced the following evidence that demonstrated adequate preparation and planning:

- The College has ten years of experience in developing and delivering online curricula.
- The College has offered distance education for more than 30 years.
- The institution's rationale for offering online degrees – expanded accessibility, flexibility, convenience, and competitiveness – are consistent with and advance the mission of the College.
- Instructional design services and on-going professional development workshops for distance learning faculty are offered on a regular schedule and are taught by qualified and capable faculty.
- The implementation of an Online Course Orientation for students taking distance learning courses has resulted in improved student satisfaction, success, and retention in online courses.
- The institution's intent to increase the number of distance education programs and enrollments is explicitly stated in planning documents and by institutional leaders.
- The team identified strong support for the institution's online degree initiative among faculty, staff, students, the Board, and members of the community.

Since the team's focused visit in September of 2007, the College has concentrated on addressing recommendations, while supporting a rapidly expanding enrollment in online courses. The following initiatives have been implemented to improve the delivery of distance education:



- An additional staff member has been hired to help support online learners. The staff member provides technical support on the Blackboard learning management system and supplement support already delivered by other staff members.
- Online tutoring and online resources have been expanded through Student Support Services. <http://www.jalc.edu/studentservices/onlinetutoring.php>
- Student Advisement has been extended to email access.
- All listings of online classes provide clearly detailed attendance requirements, as well as other requirements such as specialized software and hardware required for classes. The schedule is distributed as a publication and made available on the College's website.
- Library resources for online learners have been increased and made more accessible and user-friendly through the Library's website. Additional e-books and twenty-eight databases are available to off-campus students.
- An extensive online orientation for all students taking online courses is available and promoted by all online instructors.
- High school students taking dual credit courses online are required to take an extensive online orientation.
- Contracted Blackboard (online courseware) services have been increased to support the College's need to expand with increased enrollment growth.
- Fiscal resources continue to be allocated to increase bandwidth at the College.
- The College has demonstrated a commitment to improving faculty input in decisions regarding online classes. Language was included in the most recent faculty contract to ensure faculty input in decisions regarding online instruction.
- Language was included in the most recent faculty contract to ensure evaluation of online instructors.
- The online class assessment rubric has gone through multiple revisions to ensure measurable goals.
- An active faculty-led online assessment committee regularly conducts assessments of online classes.



- A Distance Learning Committee, defined in the faculty contract, was formed from two other committees to provide more input from faculty. The committee guarantees faculty representation from each department.
- The planning process has grown stronger with the adoption of a strategic plan, and resources for distance learning are aligned to the annual budget.
- Through the Student Portal – Weblink
https://apecs.jalc.edu/hestuportal/APECS_HESTUPORTAL.ASPX?INSTID=JL00

Students have online access to their transcripts, degree audit, financial aid info, registration, order official transcripts, and/or books needed in the courses.



John A. Logan College is committed to offering the necessary infrastructure and support to online learning. The Interpreter Preparation Program online faculty is committed to creating and sustaining courses that exhibit excellence in online learning and serve as model courses for the institution. Program faculty have the necessary degrees and experience to develop and teach program courses. Paula Willig is the primary curriculum developer and instructor, and in addition to the online training offered by the institution, Ms. Willig also trains online faculty and provides technical support to that faculty. Currently the Interpreter Preparation Program has two full-time faculty members and one part-time faculty member who teaches online courses (Appendix F).

Course and Program Assessment

Each of the IPP courses in the core curriculum has been reviewed in the course assessment process by the Online Assessment Team. (Appendix G) Student feedback is also solicited each semester and course improvements are made based on student feedback and success measures. (Appendix H)

The Educational Interpreting-Professional program is designed using instructional design principles that focus on student learner outcomes. A rubric for the IPP program which informs the program and provides a template for program assessment is used. (Appendix I)

Learning Resources and Student Support

To ensure that online students have easy access to library materials, library resources have been increased and made more accessible and user-friendly through the Library's website. Access to e-books has increased by 36 to 2,757. Twenty-nine databases are available to all on and off-campus students.

The College has also completely redesigned the Library web site, <http://www.jalc.edu/lrc/library> to facilitate better access to information and materials and to meet the needs of online students and other students using the website. Online forms are available for students to request books and articles outside of the local library system. Online research guides have been added, or are in the process of being added for each program offered, including basic ones on how to use the Library and access to Library resources from off-campus. Tutorials for the databases are also in the process of being added.

The Library and the Teaching and Learning Center have provided professional development on using library resources, creative common materials, and learning object repositories, such as Hippocampus and MERLOT. (APPENDIX J) New resources are reviewed and shared with faculty in regular professional development sessions.

The College recognizes the need to update and expand electronic resources to support online learners and is making continuous efforts to improve its online services. With a link from the

Plan to Implement and Sustain the Change



Learning for Life

College homepage, financial aid information is available to all students. Financial aid counseling is available by telephone and e-mail.

http://www.jalc.edu/admissions/financial_aid/.

Paula Willig, Interpreter Preparation Program advisor, advises for the Educational Interpreting – Professional Program. She responds to student questions by telephone, e-mail, instant messaging, online course messaging and videophone. Contact and admissions information can be accessed at www.jalc.edu/ipp/online. The John A. Logan College bookstore also has online ordering and provides textbook information by semester and course. A link to the bookstore can be found on the Student and Prospective Student pages on the College website at <http://www.efollett.com/Home/10001-107904-1?demoKey=d>.

Financial Data

John A. Logan College has made a significant commitment to ensuring that training, instructional resources, technical support, and budgeted fiscal resources are available to support distance learning. Annually, departments submit recommendations for program budgets. The College Planning Committee reviews, prioritizes, and submits these requests to the Board of Trustees. In anticipation of decreased revenue, the College has implemented a Sustainable Plan Implementation Process which monitors recommended savings in three modes: Efficiency, Critical, and Crisis. Cross functional teams across campus are responsible for addressing these initiatives and reporting on cost savings. (Appendix K)

Since online enrollment continues to increase substantially each semester, Distance Education and resources necessary to support online learning have not been impacted by this process. Because IPP is an existing program, and many of the courses have already been developed, the projected new costs to the College to offer this AAS totally online are minimal.

	First Year	Second Year	Third Year
Faculty Costs			
Administrator Costs	\$0.00	\$0.00	\$0.00
Other Personnel Costs (specify positions)			
Equipment Costs	\$0.00	\$0.00	\$5,000 (New equipment)
Library/LRC Costs	\$0.00	\$0.00	\$0.00
Facility Costs*	\$0.00	\$0.00	\$0.00
Other (specify) – DVD's	\$100	\$100	\$150
TOTAL NEW COSTS	\$100	\$100	\$5,150



Timeline

Because this is an existing program, and the core curriculum is currently offered online, the AAS in Educational Interpreting – Professional will be offered in an online format once approval from the Higher Learning Commission of the North Central Association of Colleges and Schools is received.



Several strategies will be used to document and evaluate outcomes related to the proposed change, including quality assessment, student success and retention, student satisfaction, and enrollment.

The Office of Institutional Research on campus tracks and keeps statistical data related to classes, programs, and institutional performance. The Interpreter Preparation Program is responsible to ensure course content and quality. That quality is reviewed regularly by the assessment team, which is charged with reviewing online classes. All core courses offered online in the Educational Interpreting program received a positive assessment within the past year (Appendix G – repeat)

There are periodic student satisfaction surveys that are given in each semester to online students in the Educational Interpreting program. The questions are open ended. (Appendix L) Student progress on the Educational Interpreting Performance Assessment, part of the ISBE approval requirement, is tracked and students are asked to report their test scores.

Several measures are used to assess student learning, and they are course specific. Students engage in online discussion, research projects and papers, student led discussion, online vocabulary quizzes, essay tests, skill tests that involve both cold and rehearsed interpretations, and portfolio development (Appendix M).



John A. Logan College has made important advancements to improve its ability to offer online degrees. Through intentional design and planning, the College has implemented systems for student support, course and program assessment, and ongoing faculty professional development.

The Interpreter Preparation Program has been a leader at the College in online education. Program faculty have used emerging technology to ensure online interpreter education course delivery is accessible and successful. The Educational Interpreting program has been a model online program and its faculty members have served as mentors for other online faculty.

The development and implementation of John A. Logan College's online programs will continue to be a major focus for continuous improvement. The growth of online instruction is expected to far exceed growth in other areas of the College for the next several years. Measures taken as a result of HLC recommendations will be ongoing to ensure that online courses and degree programs provide quality, accessible education for students. This associate of science degree program uniquely addresses an identified need in the College region and promotes the mission of John A. Logan College.



HLC Response to Progress Report





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Serving the common good by assuring and advancing the quality of higher learning

March 2, 2009

Dr. Robert L. Mees
President
John A. Logan College
700 Logan College Rd.
Carterville, IL 62918-2500

Dear President Mees:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, I accept the report on the effectiveness of online delivery of degree programs; addressing the six items cited in the Team Report Rationale. A monitoring report focused on governance and integrity and ethical behavior is due 11/01/09. The institution's next comprehensive evaluation is scheduled for 2016.

I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at jtaylor@hlcommission.org or by voice at (800) 621-7440 x 104.

Sincerely,

A handwritten signature in cursive script that reads "John A. Taylor". The signature is written in black ink and is positioned above the printed name.

John A. Taylor, D.Mus.Ed.
Vice President

Enclosures



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Serving the common good by assuring and advancing the quality of higher learning

The Higher Learning Commission



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: March 2, 2009

STAFF: John A. Taylor

REVIEWED BY: Katherine C. Delaney

INSTITUTION: John A. Logan College, Carterville, IL

EXECUTIVE OFFICER: Robert L. Mees, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 3/01/09 focused on the effectiveness of online delivery of degree programs; addressing the six items cited in the Team Report Rationale.

ITEMS ADDRESSED IN REPORT: The office of the Commission received John A. Logan College's report on the above topic on 2/24/09

STAFF ANALYSIS: John A. Logan College submitted a progress report as a follow-up to an institution-initiated focused visit to consider its request to offer degree programs through distance delivery. The focused visit occurred in September 2007.

The focused visit team specified that this progress report should include:

1. *Evidence that marketing materials for online programs clearly specify expectations for any on-campus attendance requirements;*
2. *Evidence that the College has identified the markets it is targeting for its online degree programs;*
3. *Evidence that faculty are involved and share in decisions regarding what degree programs should be offered online;*
4. *Evidence of assessment of online courses, including the assessment of student learning;*
5. *Evidence that sufficient library materials are available to students enrolled in fully online programs;*
6. *Evidence of a comprehensive strategic plan for online degree programs which is tied to the budget, including plans for advancing and sustaining the College's technology infrastructure to support online learning.*

The College submitted a well-organized, well-written and thorough progress report that addressed each of the components above.



Marketing Materials

The College considers its course schedule as the primary marketing material for online courses. The College distinguishes between virtual courses (requiring no more than three on-ground visits) and hybrid courses (requiring four or more on-ground visits). The course schedule, included as an appendix to the report, clearly delineates the on-ground requirements of any given online course, including location, time and frequency of on-ground activity.

Target Markets

The College has prioritized marketing of distance learning courses to students in the College district and immediate region. The students who are targeted include traditional students who choose to take online, rather than classroom courses, as well as non-traditional students with job or family commitment. In Fall 2007, approximately 24% of online students report that they do not attend face-to-face classes at the College.

The appendix included copies of newspaper articles and media coverage about online learning at the College, which has been quite extensive.

Faculty Governance

A new Distance Learning Committee has been established, consisting of both faculty and administrators that provides a forum for all issues related to web-based instruction. In addition, language in the new faculty contract ensures representation from each department and guarantees that faculty are involved in decisions regarding online instruction. A sample contract in the appendix gave evidence of this claim.

Assessment

In the fall of 2008, an online assessment committee was formed, consisting of 12 online faculty members and 7 administrators. The purpose of the faculty-led committee is to break into teams to assess online classes. The committee has established a very collaborative, face-to-face process that seems to have the support of everyone involved.

Since the team's visit, several revisions of the assessment rubric for online courses have taken place and were included in the appendix of the report. The Assessment Committee will develop a web-based document, which will contain the committee's assessment rubrics, and each of the criteria will have a link enabling the instructor to see at least one example of best practices for that assessment item.

An online assessment tool is administered, and the results were included in the appendix of the report. For the spring semester of 2008, for example, the retention rate for all online classes was 85.5% (as compared with 89.3% for face-to-face classes) and



the success rate for online students for the same period was 68.4% (as compared with a success rate of 73.3% for face-to-face students).

Library Resources

The College has taken several steps to guarantee that online students have necessary library materials. A new literary database has been added and \$15,250 was spent to increase its collection of 3-books by 28\$, or from 581 to 2,611. The Library and the Teaching and Learning Center have provided professional development on using library resources. The assessment survey results were not encouraging with respect to usage of the library, however. In fall 2008, 70.5% of online students indicated they had "never" used the John A Logan College Library for their online courses, and 65.9% indicated they had never accessed the Libraries Online resources.

Strategic Plan

The strategic plan for the College includes effective integration of technology and appropriate technology support and infrastructure that impacts teaching and learning. The Campus Technology Plan, appended to the report, includes replacement and acquisition schedules for computers, routers, and other infrastructure.

In addition to the six required components of the progress report, the institution also noted the following evidence of progress in the offering of online degree programs at the College:

- An additional staff person has been hired to provide additional technical support to students and staff.
- Online tutoring and online resources have been expanded through Student Support Services. Student advisement has been extended to email access.
- An extensive online orientation for online students has been completely updated and revised.
- Contracted Blackboard services have been increased to support the College's need to expand with increased enrollment growth.
- Bandwidth has more than doubled to 33 megabits per second since the Team's visit.

John A. Logan College has experienced a 78% increase in online enrollment since the focused visit in September 2007, i.e. from an enrollment of 1,144 to the current enrollment of 2,037.

The progress report submitted by John A. Logan College gives ample evidence of the careful and well-supported development of the online programs and courses at the College. The College is commended for the progress it has realized in its online courses and programs through its careful planning and allocation of resources.



STAFF ACTION: Accept the report focused on the effectiveness of online delivery of degree programs; addressing the six items cited in the Team Report Rationale. A monitoring report on governance and integrity and ethical behavior is due on 11/01/09. The institution's next comprehensive evaluation is scheduled for 2016-2017.



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

JOHN A. LOGAN COLLEGE
700 Logan College Rd.
Carterville, IL 629182500

Affiliation Status: Candidate: 1970*
Accreditation: (1972- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A

Conditions of Affiliation:

Stipulations on Affiliation Status: None.
Approval of New Degree Sites: Prior Commission approval required.
Approval of Distance Education Degrees: Prior Commission approval required to offer degree programs online beyond the Associate of Arts Degree.
Reports Required: Monitoring Report: 11/01/2009; A report on Governance and Integrity and Ethical Behavior.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2006 - 2007
Year for Next Comprehensive Evaluation: 2016 - 2017
Date of Last Action: 02/28/2008

Academy Participation:

Participating in the Academy for Assessment of Student Learning.



Online Assessment Rubric



Date

Course No. Section # Credit Hours

Reviewer

Course Title

Blackboard - Moodle

Instructor



John A. Logan College
Online Course Assessment Rubric

Course Site/Structure

Section 1 - Required Course Site Elements

The following items are required of all online courses. Indicate if the required element is present in the online course by marking either yes or no in the box provided.

	Yes	No	NA
Welcome Message included			
	Yes	No	NA
Course syllabus provided in PDF from Syllabi Portal			
Required software, materials or special requirements stated			
Textbook buying information: author, title, edition, publisher, ISBN			
Ethical and legal expectations (plagiarism, etc.) stated			
Netiquette posted or students directed "Netiquette" link			
Technical support referenced or students directed to the "Help" link			
Staff Information / Profile	Yes	No	NA
Name			
Email			
Work Phone (includes telephone number and extension number)			
Office Location			
Faculty email and telephone response time stated			
Office Hours			
Degrees			
Copyright Clearance	Yes	No	NA
Verbal confirmation from instructor that all <u>necessary</u> copyright clearance has been obtained for all material used in course (graphics, videos, etc.)			

Section 2 - Learner Readiness

Careful learner self-assessment and reflection on student learning styles/preferences, technological skills, and possible special needs are essential to successful student learning outcomes.

Tools should be provided to reinforce student self-analysis of abilities, knowledge, and skills necessary for successful completion of the online class.

Information should be provided to address challenges discovered in the self-assessments.

Indicate by marking the appropriate box to the right whether the component is:	Required	Recommended	Not Evident
Online Orientation Course			
Student self-assessment resources are provided to determine if:	Required	Recommended	Not Evident
Technology skills are compatible with online learning			
Learning styles are compatible with online learning			
Access to technology is compatible with online learning			

Notes	
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Section 3 – Course Structure

Clear learning objectives throughout provide a useful framework for the courses' content, activities, and learning assessments. Construction units or modules around discrete objectives help structure students' learning, making the course more unified and coherent.

Indicate by marking the appropriate box to the right whether the component is:		
	Yes	No
Structure of course is clearly identified (i.e. module based, unit based, weekly based, chapter/lesson based)		
Course objectives are clear and provide a useful framework for course content, activities and learning assessments		
Clear and measurable objectives are provided for each learning unit, module, chapter/lesson.		
Due dates and timelines for each learning activity are clearly defined		

Notes	
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Section 4 – Active Learning Design

Engaging students in application activities encourages active learning and continual involvement with course content.

Indicate by marking the appropriate box to the right whether the activity is :

Yes – Activity is integrated into the course

No – Activity is not integrated into the course

NA – The activity is not appropriate for this course

		Yes	No	NA
Activities that promote Active Learning	Online discussion			
	Scavenger hunt			
	Role playing			
	ProblemsSolving			
	Journal writing			
	Group work			
	Case study			
	Peer review			
	Virtual tour			
	Other activities _____			

Notes	
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<p>Indicate by marking the appropriate box to the right whether the component is:</p> <p>3 - Exemplary (80% of applicable items above incorporated)</p> <p>2 - Satisfactory (40 – 70% of applicable items above incorporated)</p> <p>1 - Being Developed (10 – 30% of applicable items above incorporated)</p> <p>0 - Not evident</p>	Score
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Section 5 – Learning Assessment

Frequent learning assessments –either graded or ungraded—can help students evaluate and guide their own learning, and can help instructors adjust to learners’ needs throughout the course.

Tying assessments closely to objectives adds further consistency and clarity to the course.

Indicate by marking the appropriate box to the right whether the activity is :

Yes – Activity is integrated into the course

No – Activity is not integrated into the course

NA – The activity is not appropriate for this course

		Yes	No	NA
Learning Assessments	Quiz / Exam			
	Online discussion			
	Survey			
	Review (peer, literature, website) – Can count as more than one			
	Case study			
	Project			
	Paper (research based)			
	Paper (creative)			
	Multimedia presentation (PowerPoint, video, etc.)			
	Other learning assessment _____			
Notes:				
In box at right enter a score of 0 – 3 based on scale below:		Score		
3 - Exemplary (80% of applicable items above incorporated)				
2 - Satisfactory (40 – 70% of applicable items above incorporated)				
1 - Being Developed (10 – 30% of applicable items above incorporated)				
0 - Not evident				
		Yes	No	
Assessments tied to unit/module/chapter objectives				
Assessments tied to course objectives				
Evaluation criteria or rubrics identified for all assessment methods				

Section 6 – Communication and Collaboration

Communication and collaboration foster strong learning communities, counteracting the often-isolated nature of distance learning.

Providing a variety of communications channels encourages student/teacher and student/student interaction, particularly if that communication is well integrated into assignments.

Indicate by marking the appropriate box to the right whether the activity is :

Yes – Activity is integrated into the course

No – Activity is not integrated into the course

		Yes	No
A variety of communication methods are used in course structure, i.e.:			
Methods	Announcements		
	Email and/or messages		
	Online discussion forums		
	Video/audio communication (Instructor's)		
	Online chat		
Notes			
<p>In box at right enter a score of 0 – 3 based on scale below:</p> <p>3 Exemplary (All of "Satisfactory" elements plus either multimedia or real-time communication)</p> <p>2 Satisfactory (Uses Announcements, Email/Messages, and Online Discussion Board)</p> <p>1 Being Developed (Uses Announcements only)</p> <p>0 Not Evident</p>		Score	

Section 7 – Course Evaluation

Course evaluations by students can identify strengths and weaknesses in the course. Open-ended questions can provide valuable contextualized information that will help in improving the course.

		Yes	No
An end of course class evaluation is provided to the students which:			
	Is easy to understand and submit		
	Includes questions that are relevant to the class		
	Provides an opportunity for students to provide open-ended answers		
Additional evaluation opportunities provided for students (describe below)			

Notes	
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Section 8 – Online Resources

Use of online resources is fully integrated into assignments and course schedules, making full use of existing services.

Indicate by marking the appropriate box to the right whether the component is:

		Already Integrated	Should Consider Integrating
Online resources/services are integrated into assignments, such as:			
	Links to library resources		
	Links to other online databases, books, or articles		
	Links to outside websites		
	Links to online learning object repositories		
	Links to professional organization websites and educational resources		

Notes	
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Section 9 – Course Design Standards, Graphics

Multi-media materials are optimized for online delivery. All materials are targeted to support learning objectives.

Indicate by marking the appropriate box to the right whether the component is:

	Yes	No	NA
Multi-media materials are relevant to learning objectives			
Video and audio files optimized for web viewing			
Photos and graphics are optimized for web viewing			
“ALT tags” have been entered for images			

Notes

Best Practices

Notes

Areas of Strength

Notes

Opportunities for Improvements

Notes

Changes To Be Made

Notes

Timeline (Include Date for Follow Up)

Notes



Illinois State Board of Education Interpreter Regulations

Illinois State Board of Education Interpreter Regulations

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing impairments in the public schools shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis. Each educational interpreter shall hold a high school diploma or its recognized equivalent. Beginning July 1, 2006, each individual newly assigned as an educational interpreter in the public schools shall require a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or for cued speech interpreting. Interpreters first employed on or before June 30, 2006, shall be subject to this requirement as of July 1, 2007. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required under Section 21-12 of the School Code and evidence that he or she meets the requirements applicable to the type and level of approval sought.

a) Initial Approval

- 1) Each applicant shall have:
 - A) completed 30 semester hours of college credit from one or more regionally accredited institutions of higher education; or
 - B) passed the Educational Interpreter Knowledge Assessment (EIKA); or
 - C) passed the written examination administered by the Registry of Interpreters for the Deaf (RID); or
 - D) achieved the score identified as passing by the Illinois State Board of Education on either of the examinations for paraprofessionals discussed in Section 25.510(c)(3) and (4) of this Part.
- 2) Each applicant for initial approval as a sign language interpreter shall have:
 - A) attained a rating of Level 3.0 or above on the Educational Interpreter Performance Assessment (EIPA); or
 - B) received a certificate issued by the RID; or
 - C) scored at the “passing” level or above on the examination of the American Consortium of Certified Interpreters (ACCI).
- 3) Each applicant for initial approval as a cued speech interpreter shall have:
 - A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating administered by Testing, Evaluation and Certification Unit, Inc. (TEC Unit); or
 - B) attained Transliteration Skills Certification from TEC Unit at level 3 or above.

b) Standard Approval

- 1) Each applicant shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or
 - B) hold an associate's degree issued by a regionally accredited institution of higher education; or
 - C) have passed one of the examinations required for initial approval under subsection (a) of this Section.
- 2) Each applicant for standard approval as a sign language interpreter shall:
 - A) have attained a rating of Level 3.5 or above on the EIPA; or
 - B) provide evidence that he or she was employed as a sign language interpreter in the Illinois public schools during the 2005-06 school year and holds certification from the RID.
- 3) Each applicant for standard approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 3 or above.

c) Master Approval

- 1) Each applicant shall have met the requirements of subsection (b)(1) of this Section.
- 2) Each applicant for master approval as a sign language interpreter shall have attained a rating of Level 4.5 or above on the EIPA.
- 3) Each applicant for master approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 4 or above.

d) Emergency Approval

- 1) Each applicant shall have completed 10 semester hours of college credit from one or more regionally accredited institutions of higher education.
- 2) Each applicant for approval as a sign language interpreter shall have:
 - A) attained a rating of Level 3.0 or above on the EIPA; or
 - B) received a certificate issued by the RID; or
 - C) scored at the "passing" level or above on the examination of the ACCI.

- 3) Each applicant for approval as a cued speech interpreter shall have:
 - A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating; or
 - B) attained Transliteration Skills Certification at level 3 or above.

e) Validity; Renewal

- 1) Initial approval shall be valid for four years of interpreting within the eight-year period following its issuance, provided that the approval of an individual who completes four years of interpreting shall continue to be valid through the immediately following June 30. Initial approval shall not be renewable. However, an individual whose initial approval has expired may receive another initial approval by meeting the requirements of this Section as applicable at the time. An individual need not have held initial approval to qualify for standard or master approval.
- 2) Standard approval shall be valid for five years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has:
 - A) completed 40 hours of continuing education; or
 - B) completed 25 hours of continuing education and received certification from RID or from ACCI.
- 3) Master approval shall be valid for ten years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the ten-year period of the approval's validity, the individual has:
 - A) completed 80 hours of continuing education; or
 - B) completed 65 hours of continuing education and received certification from RID or from ACCI.
- 4) Emergency approval shall be valid for two years, subject to the provisions of Section 21-22 of the School Code, and shall not be renewable.



Interpreter Preparation Program Advisory Committee Minutes



**Interpreter Preparation Program
Advisory Board
March 17, 2008**

Minutes

Introductions: Betsy Murphy (Marion School Special Education), Janice Yeager (Marion High School Deaf and Hard of Hearing Program), Dr. Roy Miller (Director of the Missouri Commission for the Deaf and Hard of Hearing, emeritus), John Miller (Director of the Illinois Commission for the Deaf and Hard of Hearing), Lisa Caringer (Deaf and Hard of Hearing Support Services, SIU), Carrie Hoppers (Southern Illinois Center for Independent Living), Kim Berger (SIU Interpreter Services), Susan Whiting (Marion School for the Hearing Impaired) Paul Menkis, Sheri Cook, Paula Willig and Keri McPheron (Interpreter)

IPP News: The Interpreter Preparation Program Newsletter was shared. It can be found at <http://www.jalc.edu/ipp/News/IPPNews2008.pdf>

Online Educational Interpreting Program: Paula and Sheri showed their online classes and the various activities that students do in the online class. The *Advisory Board gave Paula and Sheri strong encouragement to offer an Associate of Applied Science in Educational Interpreting, online.

Deaf Social Fest Plans: Matt Morgan, Deaf Magician, is coming for our Deaf Social Fest. There will also be ABC and 123 Story Competitions.

Interpreter Licensure: John Miller reported on the time table for Illinois Interpreter Licensure. They are currently collecting public comment. The rules will be formulated by the Joint Commission on Administrative Rules, JCAR, and once the rules are promulgated the license will go into effect. The target date is January 2009.

Other:

- Dr. Roy Miller asked about our program numbers. Sheri and Paula responded that we have 18 in our first year class, some of them are taking the language only but the majority are majors. We have nine in our second year class slated to graduate and 15 in our online program. John Miller remarked that those are good numbers for an interpreting program.
- Janice Yeager reported that the Program for the Hearing Impaired at Northern Illinois University will be closing after this year. They are not taking new applicants. Several of the high school seniors had applied because that program gives students transitional skills so that they can succeed in college. Several successful graduates of John A. Logan College have gone through PHI before coming to Logan. This will leave a gap in transition services in the state that will be felt acutely in southern Illinois. The committee recommended that John A. Logan College explore what type of transitional services they could provide for deaf and hard of hearing students coming from our area high schools.

- Paula reported that our graduates do well on the Educational Interpreter Performance Evaluation, EIPA. Illinois requires a 3.0 or better to work in the state. Our graduating class last year achieved the following scores: 2.9, 3.0, 3.1, 3.3, 3.4. Some have not taken the test, are waiting for scores or have not reported their scores.
- Paula reported that we will be seeking program accreditation through the Commission on Collegiate Interpreter Education, a new accrediting board for interpreter programs. To date one BA program at the University of New Hampshire – Manchester has achieved accreditation.

*Recommendation for Associate of Applied Science in Educational Interpreting, online.

**Interpreter Preparation Program
Advisory Board Minutes
March 16, 2009**

Attending: Kimberly Berger, Pamela Walker, Lisa Caringer, Betsy Murphy, H. Paul Menkis, John Miller and Paula Willig. Interpreter: Kim Heibner

The board reviewed IPP News 2009 and the updates made to the Interpreter Program website, www.jalc.edu/ipp. There were positive comments about the website and all of the resources available for the students. There were also positive comments about DeaFest, which will be held April 3rd, 2009.

Paula reported that the online program will have been offered once at the end of spring semester and we will have our first graduating class. We discussed the proposed changes to the online program, the increase in credit hours for some courses and the schedule changes. Paula reported that there are two program proposals that will go to the Curriculum and Instruction Committee in April, 2009, an AAS for ASL/Deaf Studies and an AAS for Educational Interpreting. The board made the following motion:

The Interpreter Preparation Program Advisory Board supports the curriculum changes and program additions proposed by the program faculty. (Menkis/Walker) The motion passed unanimously.

Paul asked about current staffing. It was reported that we have two full-time faculty and one part-time instructor, Jennifer Gordon. We are seeking additional part-time instructors for both interpreting and ASL courses. Kimberly Berger will complete her MA in Linguistics in December 2009, and we are hopeful she will be able to teach some interpreting courses. Lawrence Lynch will complete his BA in Teaching ASL from Gallaudet University in December 2009. His plans are to move back to the area and complete a Masters degree at SIU. We are hopeful that he will also be able to teach for us.

Paula reported that we have been working on articulation agreements with several colleges and universities, and so far we have agreements with SIU, Eastern Illinois University, Western Illinois University and MacMurray. We also have transfer students who have gone to Columbia in Chicago and Maryville in Tennessee. We are also working with the University of Arkansas at Little Rock. Most of our students are intending to transfer and get their BA degrees, or take our online program upon graduation.

The interpreter shortage in southern Illinois was discussed. The new interpreter license has reduced the number of available interpreters by 40% statewide. It has seriously impacted service provision in southern Illinois and several deaf and hard of hearing people have gone without services due to lack of available licensed interpreters. The Advisory Board discussed the need for this program to continue to graduate interpreters. They also discussed the need for

some of the graduates to stay in southern Illinois to provide services locally. The board made the following motion:

Moved that the College continue to support the Interpreter Preparation Program. Class size for ASL and interpreting classes are within the guidelines for class size set by the Conference of Interpreter Trainers. The College is also encouraged to recruit more students for the program. (Caringer/Murphy) Passed unanimously.

The new facility was discussed.

Announcements:

Christopher Jon Heuer, author of "Bug: Deaf Identity and Internal Revolution" will present at SIU on March 27th at 6:30 in WHAM 105.

The Legend of the Mountain Man movie will not be shown at DeaFest because of staff changes at Sprint. There will be an ASL film, and a workshop given for the deaf community on the new licensure.

Adjourned, 6:04 p.m.



*Interpreter Preparation Program
Advisory Board Minutes
March 2, 2010*

- I. Called to order at 4:10 p.m. Attendees: Erica Pancoast, Pam Walker, John Miller, Roy Miller, Betsy Murphy, H. Paul Menkis, Kimberly Berger, Sheri Cook, Paula Willig. Interpreter Kim Heibner and Pam Karns
- II. Program News: The newsletter was shared.
- III. The state of the state, and the IPP: Information about program statistics, class size, interpreters in the state and locally that was shared with the administration and the Board of Trustees was shared with the Advisory Board.

The Advisory Board was well aware of the state of Illinois' financial situation. The Advisory Board expressed concern that there is an interpreter shortage. The Advisory Board expressed that our IPP is a top program in the state and should, by no means, be closed. John Miller, Director of the Illinois Deaf and Hard of Hearing Commission stated that John A. Logan College's Interpreter Preparation Program is unique in the state in the programs that it offers and its quality of programming.

The Advisory Board asked about an action plan to approach the situation at the college and the need for more students (while expressing concern that current space would not accommodate more students). The faculty shared the current Action Plan with the board. The points in the plan are as follows:

1. Priority One – Apply for 2 plus 2 grant from Gallaudet University, Target Dates: Letter of Intent March 1, Grant completed April 1st.
2. Priority Two – Step up recruitment efforts in area high schools. Contacts have or are being made to visit theater, speech, foreign language and other communication classrooms at Marion Extension Center, Carterville High School, Carbondale High School, Murphysboro High School, and Carbondale High School. In

addition, students are giving presentations about interpreting as part of their requirement for their Field Experience course at Benton High School, Ziegler Royalton High School, Herrin High School, Rebound, Golconda County High School, Hardin County High School, and Anna Jonesboro High School. The ASL classes at Jacksonville High School are also being visited. Faculty are creating a Power Point presentation that can be used. Progress – Begun. Target Completion Date, May 1st.

3. Priority Three – Change IPP 141, ASL I, and IPP 142, ASL II, to transfer so that students on campus can take them for humanities credit. Currently our courses are recognized for foreign language credit at SIU, U of I, ISU, EIU, WIU and other institutions. Those courses should be transfer so that they better articulate with those institutions. Target Date March C and I.
4. Priority Four – Because recruiting for interpreter programs is at a national low, while demand is at a national high, there is a national online Discover Interpreting conference on recruitment for interpreter programs. Faculty will attend. Target Date, March 11th
5. Priority Five – Create video that positively represents our program, with the creativity and energy of the students. We have students with a wide range of creative ability, and original music that can be signed. Create a YouTube IPP's Got Talent page, and post videos of the students. Reserve the room with the green screen to add advanced video effects. Target Date – April.
6. Priority Six – Request that the college advertize in community newspapers in addition to the Southern. Target Date - Now
7. Priority Seven – Contact alumni and ask for assistance with recruitment. Target Date, March 1st.
8. Priority Eight – Better press coverage for DEAFest. Last year's event was attended by 162 people. Target Date – Currently in progress by publicity committee. Flyer is created and posted online <http://www.jalc.edu/ipp/PDFfiles/DSD.pdf> Press coverage for April 9th.

The Advisory Board discussed the priorities. They encouraged the efforts of the IPP faculty, but were concerned about the workload. They said that the IPP faculty was already working over and above a reasonable workload and asked if the college's recruitment and public relations departments could help.

The limited budget of the public relations department, and the length of time on the development and production of commercials were discussed. Recruitment carries IPP brochures with them when they visit high schools, but they are representing the college, not just the IPP. IPP faculty stated that they had developed our own commercial last year, which was on YouTube and Facebook.

The Advisory Board once again expressed concern that IPP faculty were overextending themselves and offered to help in any way that they could.

- IV. **New Degrees:** The curriculum guides were shared for our new and existing programs.
- V. **New Facility:** It was reported that the new facility will be ready in spring 2011 or fall 2011, hopefully. Much depends upon the availability of funds for the project.

The size of our classrooms was discussed. Members of the advisory board remarked that our current rooms were limited in size and that the new minimum class size would be difficult to fit in our classrooms with tables for taking notes. They noted that the Advisory Board members were crowded in the IPP classroom during the meeting.

John Miller suggested that the IPP invite the administration and the board for a "get to know the IPP" event, have them sit in our class and have a lesson in American Sign Language. That would accomplish two things, 1) make administration and the Board of Trustees aware of the visual nature of our classes and promote our program, and 2) make administration and the Board of Trustees aware of our space constraints.

- VI. **Announcements:** John Miller shared the dates of the IDHHC Conference. The dates conflict with IPP graduation. Sheri Cook shared information about DEAFest. John Miller is unable to attend this year due to a conflict, but he will send a representative from IDHHC.



CurricuNet Guidelines
and
Course and Curriculum Submission Handbook

Course & Curriculum Submission Instructions for CurricuNet

The following information is provided as a guide to curriculum and course proposals to be taken to the Curriculum and Instruction (C & I) Committee at John A. Logan College (JALC). The forms contained herein provide the necessary information required for permanent files maintained on our campus and for forms submitted to ICCB for approval.

As we are always concerned with accuracy and detail, it is imperative that all information be completed. Failure to respond to each item will result in the proposal being returned to the individual/department submitting it. This may result in missing deadlines (and therefore a program or course may not be offered when proposed).

All proposals being submitted to C&I must have been approved by the appropriate department chair, Dean for Instruction, Coordinator of Transfer Programs, Directors to the Vice President for Instruction and the Vice President for Instruction. **Once the approval process has been completed, all documents must be sent to the office of the Vice President for Instruction at least one week before the scheduled meeting to allow the committee time to properly review all documents prior to the meeting.** A memo requesting items to be included on the agenda will be sent in advance of the deadline. All proposed curriculum guides and the syllabus section of the new course proposal must go through the Word Processing Center. Allow 4 days turnaround time in the Word Processing Center.

Click on the following links for instructions on the approval process:

- [New Course Proposal](#)
- [Changes to: Title, Prefix Number, Credit Hour or Repeatability/Variable Credit](#)
- [Course Withdrawal](#)
- [Course Description Change](#)
- [Prerequisite Change & Lab Fee Change](#)
- [Courses Offered in Non-Traditional Format](#)
- [Course Master File Changes](#)
- New Curriculum
 - [AES & AFA Degrees](#)
 - [AGS Degree](#)
 - [AAT Degrees](#)
 - [AAS Degrees & CTE Certificates](#)
 - Reasonable and Moderate Extension
 - New Unit of Instruction
- [Curriculum Withdrawal / Change to the Curriculum Master File](#)

If you have any questions regarding completion of any form(s) please contact either Cindy Johnson, ext. 8367 or Carla Haas, ext. 8178.

[New Course Proposal](#)

The following guidelines must be followed in detail for this proposal to receive consideration.

- Complete ICCB **Form 11** (must be submitted to ICCB in duplicate).
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete Course Action Desired: **Add**
 - Complete Section A:
 - Course Prefix & Course Number.
 - Course Title – not to exceed 36 characters.
 - PCS (ex. 1.1 Baccalaureate) & CIP (ex. 230401 ENG 101). Obtain by consulting ICCB on-line database <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>. *
 - Curriculum Prefix and Curriculum Number
 - Course Description.
 - Complete Section B:
 - Times Repeat – the number of times the course can be repeated. Justification must be attached.
 - Variable – whether a course is being offered for variable credit hours. Justification must be attached.
 - Credit hours/Contact hours - should be submitted as three numbers and a decimal. For example, one credit hour would be shown as 01.0.
 - Effective date - should be the 1st day of the semester when the course is to be offered. (Forms must be received by ICCB within 30 days (before or after) of the effective date).
 - Attach a course outline (applies to all new courses).
- Complete JALC **New Course Proposal**.
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new courses.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB

If adding a required course that changes the *total number of hours* for the program, you must also submit a Form 22 ([Click here for instructions](#)).

* Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation. For assistance, please contact Tom McGinnis, ext 8697.

[Go to Page 1](#)

Changes to: Title, Prefix Number, Credit Hour or Repeatability/Variable Credit

- Complete ICCB **Form 12** (must be submitted to ICCB in duplicate).
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete the **Current** information fields: PCS Code, Course Prefix & Course Number
 - Complete the form by filling in **only new information**.
 - Circle or highlight the areas which have been added.
 - If **increasing** the number of **credit hours**, a **syllabus** (typed in the Word Processing Center) must be attached.
 - If **changes** are being made to **repeatable and/or variable credit – justification** and a **syllabus** (typed in the Word Processing Center) must be attached.
 - Fill in the Effective Date.
- Complete **JALC Course Change Proposal Form**.
- Cover Memo from the department chair or associate dean that describes the proposed changes and why these changes are being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB

If making changes to three or more courses, use Form 12A.

Revisions to IAI-approved courses also need to be submitted to either ICCB (AAS & Certificate) or IBHE (AAS). Use the proper form from the F.A.C.T. section of the iTransfer website (www.iTransfer.org). For assistance, please contact Tom McGinnis, ext 8697.

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Course Withdrawal

- Complete ICCB **Form 11** (must be submitted to ICCB in duplicate)
 - Complete the first line: John A. Logan College & 53001 (college number)
 - Complete Course Action Desired: **Withdraw**
 - Complete Section A
 - Course Prefix & Course Number.
 - Course Title.
 - PCS/CIP No.
 - Course Ending Date.
- Cover Memo from the department chair or associate dean that describes why course withdrawal is being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB

If withdrawing two or more courses, use Form 11B.

If withdrawing a required course that changes the *total number of hours* for the program, you must also submit a Form 22 ([Click here for instructions](#)).

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Course Description Change

- Complete **JALC Course Change Proposal Form**.
- Attach a **proposed syllabus** (typed in Word Processing Center).
- Cover Memo from the department chair or associate dean that describes the proposed change and why it is being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President

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Prerequisite Change & Lab Fee Change

- Complete **JALC Course Change Proposal Form**.
- Attach a **proposed syllabus** (typed in Word Processing Center).
- Cover Memo from the department chair or associate dean that describes the proposed changes and why they are being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Directors to the VP for Instruction
 4. Vice President for Instruction
 5. Curriculum & Instruction Comm. – Info Only
 6. College Council - Informational Only
 7. BOT (only for Lab Fee change)

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Courses Offered in Non-Traditional Format

- Complete **JALC Non-Traditional Format Form** -- http://intranet.jalc.edu/campus_forms.php.
- Cover Memo from the department chair or associate dean that describes why course format is being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Directors to the VP for Instruction
 4. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council – Informational Only

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Course Master File Changes

- Complete ICCB **Form 12** (must be submitted to ICCB in duplicate).
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete the **Current** information fields: PCS Code, Course Prefix & Course Number.
 - Complete the form by filling in **only new information**.
 - Circle or highlight the areas which have been added.
 - If **increasing** the number of **credit hours**, a **syllabus** (typed in the Word Processing Center) must be attached.
 - If **changes** are being made to **repeatable and/or variable credit – justification** and a **syllabus** (typed in the Word Processing Center) must be attached.
 - Fill in the Effective Date.
- Complete **JALC Course Change Proposal Form**.
- Attach a **proposed syllabus** (typed in Word Processing Center).
- Cover Memo from the department chair or associate dean that describes the proposed changes and why they are being recommended.
- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Comm. – Info Only
 7. College Council - Informational Only
 8. ICCB

If making changes to three or more courses, use Form 12A.

Revisions to IAI-approved courses also need to be submitted to either ICCB (AAS & Certificate) or IBHE (AAS). Use the proper form from the F.A.C.T. section of the iTransfer website (www.iTransfer.org). For assistance, please contact Tom McGinnis, ext 8697.

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New Curriculum – AES & AFA Degrees

AES & AFA Degrees -- all ICCB forms must be submitted in duplicate.

- Complete ICCB **Form 20ES** (Assoc. in Engineering Science) **OR**
- Complete ICCB **Form 20FA** (Assoc. in Fine Arts)
- Complete ICCB **Form 22**
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Add**
 - **New** Curriculum Prefix & Number.
 - Curriculum Title – not to exceed 36 characters.
 - Curriculum PCS/CIP code – refer to the most up-to-date ICCB Program Approval Manual.
 - Minimum Credit Hours -- four digits, one decimal (999.9).
 - Effective Date.
 - Degree or Certificate Type.
- Complete ICCB **Form 11(s)**
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete Course Action Desired: **Add**
 - Complete Section A
 - Course Prefix & Course Number.
 - Course Title – not to exceed 36 characters.
 - PCS (ex. 1.1 Baccalaureate) & CIP (ex. 230401 ENG 101). Obtain by consulting ICCB on-line database <http://iccbdbsrv.iccb.org/generic/genericlookup.cfm>. *
 - Course Description.
 - Complete Section B
 - Times Repeat – the number of times the course can be repeated. Justification must be attached.
 - Variable – whether a course is being offered for variable credit hours. Justification must be attached.
 - Credit hours/Contact hours - should be submitted as three numbers and a decimal. For example, one credit hour would be shown as 01.0.
 - Effective date - should be the 1st day of the semester when the course is to be offered. Forms must be received by ICCB within 30 days (before or after) of the effective date.
 - Attach a course outline (applies to all new courses).
- Complete JALC **New Course Proposal**
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new curriculum.

(Continue to next page)

- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB
 10. IBHE

*** Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation. For assistance, please contact Tom McGinnis, ext 8697.**

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New Curriculum – AGS Degree

AGS Degree -- all ICCB forms must be submitted in duplicate.

- Complete ICCB **Form 20GS** (Application for Associate in General Studies)
- Complete ICCB **Form 22**
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Add**
 - **New** Curriculum Prefix & Number.
 - Curriculum Title – not to exceed 36 characters.
 - Curriculum PCS/CIP code – refer to the most up-to-date ICCB Program Approval Manual.
 - Minimum Credit Hours -- four digits, one decimal (999.9).
 - Effective Date.
 - Degree or Certificate Type.
- Complete ICCB **Form 11(s)**
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete Course Action Desired: **Add**
 - Complete Section A
 - Course Prefix & Course Number.
 - Course Title – not to exceed 36 characters.
 - PCS (ex. 1.1 Baccalaureate) & CIP (ex. 230401 ENG 101). Obtain by consulting ICCB on-line database <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>. *
 - Course Description.
 - Complete Section B
 - Times Repeat – the number of times the course can be repeated. Justification must be attached.
 - Variable – whether a course is being offered for variable credit hours. Justification must be attached.
 - Credit hours/Contact hours - should be submitted as three numbers and a decimal. For example, one credit hour would be shown as 01.0.
 - Effective date - should be the 1st day of the semester when the course is to be offered. Forms must be received by ICCB within 30 days (before or after) of the effective date.
 - Attach a course outline (applies to all new courses).
- Complete JALC **New Course Proposal**
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new curriculum.

(Continue to next page)

- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB
 10. IBHE

*** Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation. For assistance, please contact Tom McGinnis, ext 8697.**

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New Curriculum – AAT Degrees

AAT Degrees -- all ICCB forms must be submitted in duplicate.

- ICCB **Form 20ED-M** (Secondary Mathematics)
- ICCB **Form 20ED-S** (Secondary Science)
- ICCB **Form 20ED-SE** (Special Education)
- ICCB **Form 20ED-ECE** (Early Childhood Education)
- Complete ICCB **Form 22**
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Add**
 - **New** Curriculum Prefix & Number (not current prefix and number).
 - Curriculum Title – not to exceed 36 characters.
 - Curriculum PCS/CIP code – refer to the most up-to-date ICCB Program Approval Manual.
 - Minimum Credit Hours -- four digits, one decimal (999.9).
 - Effective Date.
 - Degree or Certificate Type.
- Complete ICCB **Form 11(s)**
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete Course Action Desired: **Add**
 - Complete Section A
 - Course Prefix & Course Number.
 - Course Title – not to exceed 36 characters.
 - PCS (ex. 1.1 Baccalaureate) & CIP (ex. 230401 ENG 101). Obtain by consulting ICCB on-line database <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>. *
 - Course Description.
 - Complete Section B
 - Times Repeat – the number of times the course can be repeated. Justification must be attached.
 - Variable – whether a course is being offered for variable credit hours. Justification must be attached.
 - Credit hours/Contact hours - should be submitted as three numbers and a decimal. For example, one credit hour would be shown as 01.0.
 - Effective date - should be the 1st day of the semester when the course is to be offered. Forms must be received by ICCB within 30 days (before or after) of the effective date.
 - Attach a course outline (applies to all new courses).
- Complete JALC **New Course Proposal**.
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new curriculum.

- Approval Process:
 1. Department Chair
 2. Dean for Instruction
 3. Coordinator of Transfer Programs
 4. Directors to the VP for Instruction
 5. Vice President for Instruction
 6. Curriculum & Instruction Committee
 7. College Council
 8. President
 9. ICCB
 10. IBHE

*** Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation. For assistance, please contact Tom McGinnis, ext 8697.**

Following the AAT model closely, as outlined by ICCB, is critical to an approved proposal. For assistance, please contact Cindy Johnson, ext 8367 or Carla Haas, ext 8178.

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New Curriculum – AAS Degrees & CTE Certificates

Reasonable and Moderate Extension -- a curriculum spinoff of existing curricula meeting parameters of a reasonable and moderate extension of a previously approved unit of instruction.

- Complete ICCB **Form 21** (submit one copy).
- Complete ICCB **Form 22** (submitted in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Add**
 - **New** Curriculum Prefix & Number (not current prefix and number).
 - Curriculum Title – not to exceed 36 characters.
 - Curriculum PCS/CIP code – refer to the most up-to-date ICCB Program Approval Manual.
 - Minimum Credit Hours -- four digits, one decimal (999.9).
 - Effective Date.
 - Degree or Certificate Type.
- Complete ICCB **Form 11(s)** (must be submitted to ICCB in duplicate).
 - Complete the first line: John A. Logan College & 53001 (college number).
 - Complete Course Action Desired: **Add**
 - Complete Section A
 - Course Prefix & Course Number.
 - Course Title – not to exceed 36 characters.
 - PCS (ex. 1.1 Baccalaureate) & CIP (ex. 230401 ENG 101). Obtain by consulting ICCB on-line database <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>. *
 - Course Description.
 - Complete Section B
 - Times Repeat – the number of times the course can be repeated. Justification must be attached.
 - Variable – whether a course is being offered for variable credit hours. Justification must be attached.
 - Credit hours/Contact hours - should be submitted as three numbers and a decimal. For example, one credit hour would be shown as 01.0.
 - Effective date - should be the 1st day of the semester when the course is to be offered. Forms must be received by ICCB within 30 days (before or after) of the effective date.
- Attach a course outline (applies to all new courses).
- Complete JALC **New Course Proposal**
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new curriculum.

(Continue to next page)

- Approval Process:

6. Department Chair	6. Curriculum & Instruction Committee
7. Dean for Instruction	7. College Council
8. Coordinator of Transfer Programs	8. President
9. Directors to the VP for Instruction	9. ICCB
10. Vice President for Instruction	

*** Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation. For assistance, please contact Tom McGinnis, ext 8697.**

New Unit of Instruction – a curriculum new to the college and beyond the parameters of a reasonable and moderate extension.

- Complete ICCB **Form 20** (Occupational Curriculum Approval Application) – Submit THREE Complete Copies.
 - Part A: Feasibility Analysis
 - Curriculum Description
 - Labor Market Need
 - Enrollment Data
 - Part B: Curriculum Quality and Cost Analysis
 - Occupational Curriculum Approval Application Cover Sheet
 - Curriculum Information
 - Education and Skill Requirements
 - Assessment of Student Learning
 - Faculty
 - Academic Control
 - Cost Data
- Complete JALC **New Course Proposal**.
 - Must be typed in the Word Processing Center – allow 4 days turnaround.
 - For assistance with the Learning Objective as they relate to Educational Goals, contact Cheryl Barrall, extension 8285.
- Cover Memo from the department chair or associate dean that outlines the need for new program.
- Approval Process:

1. Department Chair	6. Curriculum & Instruction Committee
2. Dean for Instruction	7. College Council
3. Coordinator of Transfer Programs	8. President
4. Directors to the VP for Instruction	9. ICCB
5. Vice President for Instruction	10. IBHE (AAS Proposals Only)
- Other ICCB **Form 20s** are as follows:
 - Form 20T – Request for Temporary Program Approval.
 - Form 20P (Add) – Request for Permanent Approval for an Occupational Program with Temporary Approval.

- Form 20P (Discontinue) – Notification of Intent to Discontinue an Occupational Program with Temporary Approval.
- Form 20OL – Application for Permanent Approval of an **Online** Curriculum.

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Curriculum Withdrawal/Change to the Curriculum Master File

Change in Prefix or Number

- Complete ICCB Form 22 (submit in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Prefix/Number Change**
 - Complete ICCB Forms [12 or 12A](#) for all courses assigned to the changed curriculum.

Other Changes

- Complete ICCB Form 22 (submit in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Other Change**
 - Complete all items except new curriculum prefix and number.
 - If credit hours or sequence of courses are changed (1.2 courses) a current and revised term-by-term sequences with changes is required.
 - If total number of credit hours changes, you must indicate whether this revision changes the requirements for the completion of the program. Also, a copy of the current and proposed curriculum must be attached.

Inactivate a Curriculum

- Complete ICCB Form 22 (submit in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Inactivate**
 - Complete all items except new curriculum prefix and number.
 - Indicate the effective date.
- Optional – You may wish to withdraw courses [Form 11 or 11B](#) or to reassign [12 or 12A](#) them to an existing curricula. This must be done before submitting Form 22.

Reactivate a Curriculum

- Complete ICCB Form 22 (submit in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Reactivate**
 - Complete all items except new curriculum prefix and number.
 - Indicate the effective date.
 - Signature of President is required.

Withdraw an existing Curriculum

- Complete ICCB Form 22 (submit in duplicate).
 - College Name & Number: John A. Logan College & 53001.
 - Curriculum Action Desired: **Withdraw**
 - Complete all items except new curriculum prefix and number.
 - Indicate the effective date.
- Optional – You may wish to withdraw courses [Form 11 or 11B](#) or to reassign [12 or 12A](#) them to an existing curricula. This must be done before submitting Form 22.

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Source: Illinois Community College Board (2008). Program Approval Manual.



Faculty Resumes

Paula M. Willig
934 William Street
Chester, Illinois 62233
(618) 826-2664

EDUCATION:

Master of Science, Interpreter Education
McDaniel College, Westminster, Maryland 1993

Bachelor of Arts in Education
Concordia University Chicago, River Forest, Illinois 1976

EXPERIENCE:

Associate Professor of Interpreter Preparation
John A. Logan Community College
Interpreter Preparation Program
Fall 1994 - Present

Interpreting Instructor
University of Wisconsin-Milwaukee (1992-93)

Instructor and Interpreter
St. Louis Community College at Florissant Valley, (1980-1982)

Workshop Presenter
Presented workshops in interpreting and e-learning around the nation.

Curriculum and Program Development:
Designed and created online courses for John A. Logan College's Educational Interpreting-Professional, interpreting and degree program.

Interpreter in Private Practice
1974 - present

AWARDS AND PUBLICATIONS:

- *Distinguished E-Learning Educator, 2009*
- *Award for Innovative Excellence in Teaching, Learning and Technology, 2003*
- *Outstanding Faculty Member of the Year Award, John A. Logan College 2001*
- *Illinois Council of Community College Administrator's Award for Innovation for online education in interpreter preparation, 2000*

- *President Clinton's Connections 2000 Award* for John A. Logan College's Mentorship Program, 1996
- *Streaming Media in Interpreter Education*, a case study
(<http://www.ion.uillinois.edu/resources/casestudies/vol1num1/index.asp>)
- *How to Determine Your Mentorship Needs*, RID, Views. Volume 16 (10) 1993

MEMBERSHIPS AND CERTIFICATIONS:

Registry of Interpreters for the Deaf: EIC-ETC certificate 1979, Comprehensive Skills Certificate 1980, member since 1974

Missouri Interpreter License, Comprehensive

Illinois License, Master

Illinois Teacher Certification, K - 9

Conference of Interpreter Trainers

Illinois Registry of Interpreters for the Deaf, former Board Member

National Association of the Deaf

American Sign Language Teacher's Association

2122 Dewey Street
Murphysboro, IL 62966
(618) 684-8212

Sheri Cook

Employment

2000 – Present Illinois for the Deaf Outreach Program Jacksonville, Illinois

Trainer and Consultant

- Provide training to educational interpreters, teachers, administrators and parents of deaf and hard of hearing students on different topics relating to deafness..
- Observe students who are deaf or hard of hearing in different educational settings and provide consultation services.
- Provide CPDU's and CEU's to regular education teachers, special education teachers and educational interpreters.

2003-Present John A. Logan College Carterville, Illinois

American Sign Language/Deaf Studies/IPP Instructor

- Teach American Sign Language(ASL), ASL Literature, Fingerspelling Level 1 and 2 and Deaf Studies to students in the ASL/Deaf Studies and Interpreting Preparation Program..
- Evaluate student's receptive and expressive signing skills and give them constructive feedback.

May 2006-December 2006 Southern Illinois University Carbondale, Illinois

American Sign Language Instructor

- Worked as a Graduate Assistant in the Foreign Language Department and taught three semesters of American Sign Language. .
- Exposed the students to Deaf culture and Deaf history.

2001-2003 Murphysboro School District Murphysboro, Illinois

Teacher of the Deaf

- Served as a teacher in my home to a deaf teenage girl who was ill with leukemia.
- Provided consultation to the child's family.

1993-2000 Wisconsin School for the Deaf Delavan, Wisconsin

Teacher of the Deaf

- Served as a teacher to upper elementary and middle school deaf and hard of hearing students with emotional/behavioral disorder and learning disabilities from 1993 to 1996.
- Served as a K-2 grade teacher to deaf children from 1996 to 2000.
- Responsibilities included preparing and teaching materials involving science, math, reading, writing and daily living skills

Responsibilities also included training student teachers, supervising teacher's aides, and evaluating new faculty member's ASL skills.

1992-1993 Northern Illinois University Dekalb, Illinois

American Sign Language Consultant

- Served as an ASL consultant with emphasis on facial/body expression, sign directionality, and use of space and classifier skills when signing children's stories.

Summer 1990 and 1991 Touch of Nature "Camp Little Giant" Carbondale, Illinois

Activity Coordinator

- Developed activities for adolescents who were deaf or hard of hearing and visually impaired in a program called C.L.A.W.S. (Camp Lions Adventure Wilderness School). The program was designed expose the teenagers to various adventures and to increase their self-esteem by performing some challenging feats, such as backpacking, mad-dogging, rappelling, rock climbing and caving.
- Supervised six counselors who were hired to implement various wilderness activities.
- Served as an assistant to non-C.L.A.W.S. counselors hired to work with individuals with head injuries cerebral palsy, cognitive disabilities and muscular dystrophy.

Summer 1988 and 1989 Chicago Hearing Society "Sign Camp" Chicago, Illinois

Co-Director

- Organized daily activities for deaf and hard of hearing children age 7 – 14.

Education

May 1993 Northern Illinois University Dekalb, Illinois

- B.S. Deaf Education
- Best Student Teacher Award, 1993.

December 2009 Southern Illinois University Carbondale, Illinois

- M.A. Applied Linguistics.
- Summa Cum Laude, GPA 3.9

**Certifications/
Presentations**

Illinois certified teacher to K-12 deaf and hard of hearing students
Presenter at the Illinois Teacher for the Deaf and Hard of Hearing (ITHI) conference, 1993, 2002, 2003, 2008, 2009
Presenter at the Illinois Association of the Deaf (IAD) conference in 2003
Presenter at the ISD Outreach conference 2001, 2002, 2003, 2004, 2005, 2010
Presenter at the Closing the Gap conference 2010
Member of the National Association of the Deaf (NAD)
Member of the Illinois Association of the Deaf (IAD).
Vice President of the Little Egypt Association of the Deaf (LEAD) 2008-present
Advisor for the American Sign Language Club at John A. Logan College 2008- present
Volunteer instructor for a Deaf Studies class at Marion High School 2009

Pamela J. Walker
201 Kane Dr, Herrin, IL 62948
Home Phone: (618) 942-3483,
Cell Phone: (618) 967-6276
Email: pjwalker98@verizon.net

Personal

I am an educator with 25 years of experience in a variety of settings. Much of my experience has been with deaf/hard of hearing individuals, with a specialization in an early childhood population. I also have experience interpreting and teaching American Sign Language, most recently in the university setting.

Education

Master of Arts: Education of the Hearing Impaired
Gallaudet University, 1984

Bachelor of Science in Education: Elementary and Special Education
Westfield State College, 1982

Employment

**Lecturer, American Sign Language, Department of Foreign Languages and Literatures,
Southern Illinois University,
Aug. 2003 - Present**

Responsible for planning and teaching beginning and intermediate level American Sign Language classes.

**Parent Educator, Southern Region Early Childhood Program,
Southern Illinois University,
Dec 1998 - Aug. 2003**

Responsible for providing parenting and developmental information and support to families with children birth to age five. Responsible for planning and implementing parent/child activities in three communities. Responsible for providing developmental and parenting information during home visits to families.

**Communication Specialist, Speech and Language Department, Willie Ross
School for the Deaf, Longmeadow, MA
Sept. 1997 - June 1998**

Responsible for providing speech and language instruction in individual and small group sessions to deaf and hard of hearing students in elementary, middle, and high school levels; also tutoring and substitute teaching as needed.

**Classroom Teacher, Early Childhood Department, Willie Ross School for the Deaf,
Longmeadow, MA**

Oct. 1992 - June 1997

Responsible for teaching all developmental areas to 4-7 year old students, some with additional education challenges. Responsible for supervising classroom assistants, and several individual instructional assistants.

**Teacher of Hearing Impaired, Speech Pathology and Audiology Department,
St. Joseph Hospital, Augusta, GA**

June 1989 - Sept 1992

Responsible for providing home-based instruction, consultation, and support to parents of newly identified hearing impaired and multi-handicapped hearing impaired infants and toddlers.

**Classroom Teacher,
Sego Middle School, Augusta GA**

Aug. 1987 - June 1989

Responsible for teaching all subject areas to deaf/hard of hearing students ages 10-14 in a self contained class in a public school, as well as supervising classroom aide/interpreter and coordinating schedules with speech pathologist and other support personnel.

**Classroom Teacher, Preschool Department
Atlanta Area School for the Deaf, Clarkston GA**

Aug. 1986 - June 1987

Responsible for teaching all developmental areas to students ages 30 months to 3 years, also supervising classroom aide.

**Classroom Teacher, Preschool Department,
Martinez Elementary School, Martinez, GA**

August 1984 - June 1986

Responsible for teaching all subjects to deaf/hard of hearing students in a self-contained classroom in a public school. Responsible for two resource students ages 11 and 12, also supervising classroom aide/interpreter.

Interests and Activities

Advisor, American Sign Language Student Club
Freelance interpreting, especially religious and musical theater
NIC Advanced Interpreting Certification
Illinois Master Interpreting License

Specialized Training

Interpreting for the Theatre Class
The Juilliard School, New York, NY
May 31 - June 7, 2009

Languages

Fluent in use of Sign Language (ASL and English systems)
Basic Cued Speech Skills



Summary of Educational Interpreting Course Assessments
by the Online Assessment Team

Summary of the Online Assessment Team Comments

Note, many of the IPP classes had similar comments. Those comments are listed once, even though they may have been made for several classes.

IPP 224: (Educational Interpreting)

Welcome materials included. Learner Readiness included. Paula tries to be extra thorough with these students, since they are first semester students in the program. Active Learning Design - Good job. Here Paula has students in addition to online discussion, problem solving, group work, case study, and other tasks, has students work on tic tac toe, and battleship. Learner Assessment: Again, Paula has quite an effective learning assessment section. Lots of online discussion. For the final exam, Paula sets up a scenario with the lead interpreter working on a budget. No recommendations for improvement.

IPP 226: (Interpreting Seminar)

Learner Readiness - Paula has students take the blackboard orientation, has students assess their ability to do online learning, etc. Active Learning Design - Satisfactory, but better. Here Paula uses lots of online discussion, Lots of online discussion. This class is very similar to her ethics class, in that she works in ethical dilemmas for her students to work on. She includes a paper too. No recommendations for improvement.

IPP 227: (Interpreter Ethics in Action)

Good job. Again, Paula has quite an effective learning assessment section. In addition to the checked items on the rubric, Paula has students do an exam, lots of online discussion, a case study, several mini papers and a multimedia presentation. Communication and Collaboration - Here Paula is exemplary – I think she is only the second instructor that I have assessed who incorporates online chats! She has an excellent course evaluation and a final survey. Excellent use of online resources! Course Design Standards and Graphics - Excellent use of online resources! There are so many strengths I don't know where to start. Paula certainly gets the most out of the Blackboard platform. This course and others that I have assessed of Paula's, demonstrate to me that she is constantly improving and adding to the course. Just an excellent piece of work! No recommendations for improvement.

IPP 228: (Texts in Translation: ASL to English)

Active Learning Design - Satisfactory, but better. Here Paula uses lots of online discussion, which is heavily weighted in the overall grade for the course, she uses red highlights to show what is currently being assigned, and many other activities. Good work! No recommendations for improvement.

One of the activities that Paula uses is to have students list some events that happened on the day and year of their birth and then have the rest of the students in the class try to figure out what year they were born. No recommendations for improvement.

IPP 275: (Evaluation Preparation)

Learner Assessment - Again, Paula has quite an effective learning assessment section. In addition to the checked items on the rubric, Paula has students grade their self-analysis and a pre and post test. No recommendations for improvement.

IPP 276: (ASL and English, What's the Difference)

Learner Readiness included. Paula also demonstrates how to make movies online and has the students walk through this process. Active Learning Design: Good job. Here Paula has students in addition to online discussion, problem solving, group work, case study, and other tasks, has students make a movie. No recommendations for improvement.

IPP 277: (Interpreting for Deaf Blind Individuals)

Accessibility is a real key issue and goal for this particular course. Active Learning Design - Good job. Here Paula has students participate in online discussion, a scavenger hunt, role playing using a low vision simulator, problem solving, group work, case study journal, case study, and a virtual tour. One of the requirements is for the student to meet a deaf and blind student. No recommendations for improvement.

IPP 278 and 279: (ASL Vocabulary Building I and II)

Tests for assessment purposes, and also highlights viewing children signing. Active Learning Design - Good job. Here Paula has students in addition to online discussion, problem solving, group work, case study, and other tasks, has students work on compare and contrast, sign posts, review lessons, review quizzes, and story project. No recommendations for improvement.

IPP 290: (Interpreting Stories and Textbooks)

Welcome materials included. This is the second course in a series, and student readiness for online learning was assessed in earlier course. Content/Course Site Organization is exemplary (4/4). Course content is structured, learning units contain measureable objectives; clear learning process timeline; Class Chat links right to the Discussion Board; Assignments and questions in red, easy to understand presentation. In Active Learning Design this course is exemplary (4/4). Activities promote active learning through case studies, quizzes, video lecture, group work, question and answer, class discussion. PDF files of lessons are online. Learning Assessment: This course is exemplary (team comment 4/4 – Wow). Learning units are assessed with a clear rubric, student satisfaction survey, online discussion, case study, projects, group work, video work, etc. Communication and Collaboration: This course is exemplary (4/4). It uses the following communication tools: Announcements, Online Discussion Forums, Video/Audio files, Online chat, E-mail, and webcasts. It does more than cover the bases. Course Evaluation. This course received a 3.7/4 on course evaluation. Instructor sends e-mails at midterm and final, gets e-mail feedback. There is a “Your Final Thoughts” survey – What works and what doesn’t. The team raised the question: How many responses and how does that affect validity? Online resources: This class is exemplary (4/4). The instructor has several websites including: www.theinterpretersfriend.org, the ASL Browser, the John A. Logan IPP

Fingerspelling site, and an online ASL dictionary. Course Design Standards, Graphics: This course is exemplary (4/4). Comments: Paula does a wonderful job with her course.

IPP 291: (Interpreting Technical Classes)

Welcome materials. Also included in the welcome is a DVD sent to students taking this class. The DVD introduces the student to the class, the instructors, and the program. All materials are captioned or interpreted. Active Learning Design: Good job. Here Paula has students participate in online discussion, a scavenger hunt, role playing, problem solving, group work, case study journal writing, case study, and other tasks. Paula also uses an ice breaker to get students started. Also included here is a video feed back feature. Learning Assessment - Again, Paula has quite an effective learning assessment section. In addition to the checked items on the rubric, Paula has students do lots of online discussion, self assess, case study, 4 written assignments, and a multimedia presentation. No recommendations for improvement.

IPP 299: (Educational Internship)

Paula includes a "sign" for the day assignment in this class. Active Learning Design - Good job. Here Paula has students participate in online discussion (topic per week), problem solving, group work, case study journal writing, case study, and other tasks. The other tasks include resume writing and portfolio building. Again, Paula has quite an effective learning assessment section. In addition to the checked items on the rubric, Paula has students do lots of online discussion, a case study, a portfolio project, and a multimedia presentation. No recommendations for improvement.



IPP Student Comments



What I liked about this course was:

First Semester Course:

What I liked best about the class was the video demonstrations of sentences interpreted and transliterated. I have not been exposed to ASL and I needed to see how it is done. This class was very informative. The lessons were in depth and very helpful. The weekly video assignments and feedback were a big plus too. I wanted more practice and feedback and this class fulfilled that.

I liked how the course was broken down into lessons that focused on specific aspects of ASL. I felt that I needed to hear each of these lessons again, and it really improved my ASL

I also liked videotaping myself and getting feedback on each of the techniques that were taught.

The thing that I liked the most about this course was the peer group and the instructor. I don't believe it was possible to find a better group of people to begin a journey with. Everyone is more than happy to help when someone gets stuck on a video clip or unfamiliar sign.

I also like the fact that we got to see videos that showed both the ASL interpretations and the English transliterations. Seeing the comparisons of how I signed things versus how the videos were signed was very eye opening

I found this course very helpful. Each lesson broke down an aspect of ASL and examined it carefully. There were written and video examples of each. I liked that different ways of presenting the material was used for each aspect.

The discussion topics allowed us to explore these aspects of the language as well as cultural topics.

Final Semester Course:

The feedback to my journal was very helpful. I was able to see things from a different perspective than I had before.

Many things were helpful. The weekly journal was one that comes to mind first. The ability to express feeling and emotion. The weekly reading assignments were a good resource. I may not have agreed with some of the views or opinions, however, in most cases it captured what is actually happening in the world of Educational Interpreters. I enjoyed the weekly discussion board. It is great to know there are so many of us struggling with a job we love to do. That was insightful.

I enjoyed writing the journal. It gave me an opportunity to reflect on my work.

The fact that I need to have a video portfolio. Great information on how to write a powerful resume and cover letter.

I liked the articles we read for the course. I also liked the discussion. Building a portfolio was also helpful.

Enjoyed this class and the readings that were assigned. It was helpful to have the sign for the day and get feedback on signs or concepts that we wanted help with.

The journaling. I liked the feedback.

What I would change about how this class is designed and conducted is:

First Semester Course:

In the beginning I thought the work was all over the place. I couldn't always find what I needed. Maybe a layout where you clicked on the week, and then the assignment, lesson, and discussion board drops down. Once I became familiar with the layout it was fine.

I wouldn't change anything. I really enjoyed the class.

Less video taping!!!! :-)) Just kidding! I can't think of much that I would change. I found it very informational, and all-in-all, pretty easy to follow along with the video clips. As a functional newbie to ASL, I might have liked to have had some closed captioning or voice overs. That being said, I know that it helps me learn knowing that part of the learning process is seeing the signs and learning to recognize them without captioning or voicing.

There were times when I had some trouble following the assignment requirements. The calendar that you provide was very helpful, but it would be nice to have the parts of the lesson requirements listed on the date as well as just the lesson number.

Final Semester Course:

The course is well designed. I would have welcomed more opportunity to have direct feedback from my classroom interpreting as part of the course. Maybe a lesson sent every 3 weeks instead of the journal, or with a shortened journal. Students could sign up for weeks to do this if the volume would be overwhelming. I know it takes a long time to watch and respond to videos.

I can't think of anything that I would change.

I think what I would add, not change, would be video assignments, throughout the semester, for more feedback.

I liked the weekly discussion and the sign of the day.

Please share any additional comments you may have about the course.

First Semester Course:

I learned tons about ASL. This class was full of information. I don't have any experience with ASL. I could barely understand a message in ASL. I didn't understand the NNM or the modifiers. I really had a hard time with the sentence order. Now, I have a little better understanding. It is really hard for me to use ASL. I have to stop and think, before I can interpret. But, at least I have the tools I need to practice. Our program is PSE for the most part, but, I can incorporate what I have learned in ASL/ENG, What's the Difference into my daily work. I still have much to learn and work to do, but, I will keep on!

Thank you for another wonderful semester!

I have found all of my classes very helpful. This one is no exception. I had a lot of trouble signing in ASL beyond the sentence level. I was surprised to find how difficult it is to change your sign style. I sign PSE all day and when I tried to change that around my brain felt fried. I really admire those who are switching back and forth throughout the day. What a difficult job. Thanks, Paula, for all of your support throughout this course. It is really wonderful to feel that there is someone out there who understands our daily frustrations, and is willing to do anything to help.

Basically, the only thoughts I have are good ones. I enjoyed the classes, the lessons, and the people in the classes. The best thing I have to say about the classes is that I learned new things! I just hope that next semester, I have as much fun as I did this semester when I'm learning it. Thanks.

Last Semester Course:

Ms Willig is very helpful to her students. She goes out of her way to assist those of us who are struggling with going back to school after many years and those of us who find the technology of the long distance learning. The opportunity to use the internet to improve our skill is wonderful. I would not have been able to experience this training without that resource.

I enjoyed all aspects of this class. I felt comfortable with the journal writing and was able to have another resource for my job. I liked the class chat, and sign of the day. It was amazing to find the quantity and quality of information available from others in the class. The comments from others on the chat board is amazing on how we learn from each other. What a fantastic way to learn. I will miss interacting with everyone since classes are almost finished!

Loved the journal part everyone should have a sounding board someone to listen that understands our daily struggles as interpreters. I have enjoyed that part very much and will miss it.



IPP Rubric

**Rubric – Educational Interpreting Program, Professional
John A. Logan College**

Formational Knowledge and Skills:

Skill Number & College Goal (blue)	Skill - Description	Courses that Address the Skill	Satisfactory Completion
1. Goal 2	Demonstrate English Competency	ENG 101, SPE 116, IPP 224, 227, 226, LIT 264	
2. Goal 2	Demonstrate sign language and ASL Competency	IPP 278, IPP 279, IPP 290, IPP 275, IPP 276, IPP 299	
3. Goal 6	Demonstrate Cultural Literacy	PSC 131, ANT 216, IPP 278, 279, 276, LIT 264	
4.	Demonstrate Physical Ability		
Goal 4 Goal 2	A. Visual – Motor Skills: 1. Hand-Eye Coordination 2. Ability to form ASL signs using correct parameters and prosody	IPP 278, IPP 279, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
Goal 4	B. Stamina to perform upper body physical tasks continuously for 1 hour	IPP 299 internship	
Goal 2	C. Non-distracting physical behaviors (behaviors that will not distract from delivery of the signed message)	IPP 278, IPP 279, IPP 290, IPP 275, IPP 276, IPP 299	
5.	Demonstrate Social Ability		
Goal 4	A. Comfort in social situations while using spoken English	SPE 116	
Goal 4	B. Comfort in social situations while using Sign Language	IPP 299 internship	
6.	Demonstrate Mental - Analytical Ability		
Goal 1	A. Ability to analyze an English text for meaning	ENG 101 IPP 275, IPP 276, IPP 290, IPP 291, IPP 299, LIT 264	
Goal 1	B. Ability to analyze an ASL text for meaning	IPP 275, 276, 278, 279, 290, 291, 299	
7.	Demonstrate Memory Skills		
Goal 8	A. Auditory/visual memory sufficient to retain the meaning of English/ASL texts of increasing difficulty	IPP 278, IPP 279, IPP 275, IPP 276, IPP 290, IPP 291,	

		IPP 299	
8. Goal 5	Demonstrate Ethical Awareness	IPP 224, 226, 227	
9. Goal 1	Demonstrate Critical Thinking Skills	Entire Curriculum	

Requisite Knowledge for Graduation:

Number	Description of required knowledge	Courses	Satisfactory Completion
1. Goal 8	Demonstrates knowledge of an interpreter's role and responsibilities in the educational setting	IPP 224, 226, 227	
2. Goal 2 Goal 8	Demonstrate ability to assess child's communication needs	CCT 272, IPP 278, IPP 279, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
3. Goal 1 Goal 5	Demonstrates knowledge of and the ability to use the RID Code of Professional Conduct and the EIPA Guidelines for Professional Conduct to problem solve ethical situations that arise during interpreting	IPP 224, 226, 227, 299	
4. Goal 8	Demonstrate knowledge of the school system, the IEP process, and the role of the interpreter	IPP 224	
5. Goal 8	Demonstrates the ability to give and receive feedback and create a professional development plan	IPP 275, 299	
6. Goal 8	Demonstrates knowledge of child development and deaf child development	CCT 272, ECE 202, PSY 262, IPP 224, IPP 290, IPP 278	
7. Goal 2 Goal 8	Demonstrate knowledge of interpreter assessments and required credentials	IPP 275	
8. Goal 2 Goal 8	Demonstrate knowledge of linguistic structure and principles of English, Sign Language and American Sign Language and other languages used in interpretation.	IPP 276, 278, 279, ENG 101	
9. Goal 6 Goal 8 Goal 2	Demonstrate knowledge of and ability to recognize user variations in American Sign Language and English (ethnic, regional, age, socio-economic status, education, and contact varieties of sign language)	IPP 278, IPP 279, ANT 216	
10.	Demonstrate knowledge of history, both deaf	IPP 224, IPP 278,	

Goal 6	education and cultural history and greater American history	279, PSC 131	
11. Goal 2	Demonstrates knowledge of register variation and how it applies to the interpreting process	IPP 275, IPP 276, IPP 290, IPP 291	
12. Goal 7	Identify the classifiers used in American Sign Language and other sign systems	IPP 278, IPP 279, IPP 275, IPP 276, IPP 290, IPP 291	
13. Goal 8	Demonstrate knowledge of how to create a resume and professional portfolio	IPP 299	
14. Goal 8	Demonstrate knowledge of interpreter certification and licensure	IPP 275	
15. Goal 8	Demonstrate knowledge of the field of educational interpreting, and grade appropriate interpretation	IPP 224, 226, 227	

Requisite Skills for Graduation:

Number	Skill - Description	Courses	Satisfactory Completion
1. Goal 2 Goal 8	Demonstrate correct English vocabulary choices while interpreting into English	IPP 275, IPP 276, IPP 290, IPP 291	
2. Goal 2 Goal 8	Demonstrate correct ASL vocabulary choices while interpreting into ASL	IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
3. Goal 2 Goal 8	English Grammatical Competency while interpreting from ASL into English	IPP 228, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
	A. Demonstrate appropriate sentence structure		
	B. Demonstrate appropriate use of prosodic elements: rate, rhythm, fluency, articulation and affect		
	C. Demonstrate appropriate English language register choice to match the source language register and the target audience		
	D. Demonstrate appropriate English morphology		
	E. Demonstrate appropriate idiomatic use of English		
	F. Demonstrate the ability to use consumer Back-channel feedback and footings as a tool to facilitate the flow of communication		

	G. No extraneous sounds to the message		
	H. How to interpret unique ASL structures into appropriate English (classifiers, compare/contrast statements, non-manual morphemes and markers)		
4. Goal 6 Goal 2 Goal 8	Makes appropriate Cultural Adjustments when interpreting between languages	IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
5. Goal 2 Goal 8	Sign Language and ASL Grammatical Competency while interpreting from English into Sign Language or ASL	IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
	A. Demonstrates appropriate sentence structure and sentence boundaries		
	B. Demonstrate appropriate use of prosodic elements: rate, rhythm, fluency, articulation		
	C. Demonstrate appropriate register choice to match the source language register and the target audience		
	D. Demonstrate appropriate use of ASL, PSE, MCE morphology		
	E. Demonstrate appropriate idiomatic use of Sign Language		
	F. Demonstrate appropriate eye contact and eye gaze		
	G. Demonstrate the ability to interpret from passive voice English sentences into ASL or contact sign		
	H. Demonstrate the ability to use classifiers, expansion techniques and discourse mapping when interpreting		
6. Goal 7 Goal 8 Goal 2	Demonstrate appropriate affect while interpreting	IPP 228, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
7. Goal 1 Goal 8 Goal 2	Demonstrate the ability to emphasize important concepts and terms while interpreting	IPP 228, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
8. Goal 1 Goal 2 Goal 8	Follows the principles of discourse mapping, giving a coherent and cohesive interpretation	IPP 228, IPP 275, IPP 276, IPP 290, IPP 291, IPP 299	
9.	Conveys the appropriate message from the	IPP 228, IPP 275,	

Goal 2 Goal 8	source language to the target language	IPP 276, IPP 290, IPP 291, IPP 299	
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Professional Portfolio – IPP 299 Internship:

Skill Number & College Goal (blue)	Skill Set - Description	Video or Written Requirement	Satisfactory Completion
1.	Demonstrate Sign Vocabulary and Fingerspelling	Video Samples	
2.	Demonstrate Message Equivalence	Video Samples	
3.	Demonstrate Facial Grammar	Video Sample	
4.	Uses of Space and Classifiers	Video Samples	
5.	Expansion and Scaffolding	Video Samples	
6.	Resume and Cover Letter	Written	
7.	Documented Classroom Interpreting Experience	Written letter from supervisor	

Satisfactory Completion:

1 point - Minimal completion of the assigned task. Minimal demonstration of required knowledge

- The student makes an effort but falls very short, possibly missing some required elements.
- Student responses may be unrelated to the assigned task.
- There may be very little ratable material.

2 points - Partial completion of the task, interpretation mostly appropriate yet undeveloped

- Student answers are relevant but lack appropriate details and interpretation lacks development (only the gist of the text is interpreted).
- A required portion of the text may be missing or knowledge may be lacking.

3 points - Completion of the task, interpretation adequately developed

- Interpretation has sufficient information and detail.
- Skills demonstrate adequate development and consistency.
- Student demonstrates organizational skills while completing the task and responses indicate acquisition of the required knowledge.

4 points - Superior completion of the task, interpretation appropriate and with elaboration

- All required elements are present and knowledge of the material is fully demonstrated.
- Interpretation includes a variety of vocabulary and language structures.
- Interpretation is usually well organized and cohesive.



Faculty Training Sessions on Using Library and Online Resources



Faculty Training Sessions

Title	Date	Duration	Attendance
Backing Up Blackboard/Moodle	9/2/09 2:00 PM	1	5
Camtasia	9/3/09 10:00 AM	1	3
Blackboard 9	9/3/09 3:00 PM	1	1
Moodle Basics	9/4/09 10:00 AM	1	7
BB Basics	9/8/09 10:00 AM	1	1
Moodle Basics	9/8/09 3:00 PM	1	5
Moodle Basics	9/9/09 9:00 AM	1	6
Bb Basics	9/9/09 2:00 PM	1	1
Bb 9	9/10/09 11:00 AM	1	1
Moodle Basics	9/10/09 3:00 PM	1	6
Moodle Basics	9/11/09 10:00 AM	1	10
Blackboard 9	9/11/09 2:00 PM	1	1
Moodle Assignments	9/14/09 10:00 AM	1	6
Blackboard Assignments	9/14/09 1:00 PM	1	2
Moodle Forums	9/15/09 10:00 AM	1	4
Tools for Migrating to Moodle	9/15/09 2:00 PM	2	3
So You Want to Start Using Moodle?	9/17/09 12:00 AM	1	6
Moodle 101 (Basics)	9/18/09 9:00 AM	1	2
Blackboard 9	9/18/09 10:00 AM	1	1
Tools for Migrating to Moodle	9/18/09 1:00 PM	2	3
Moodle Assignments	9/18/09 3:00 PM	1	3
Blackboard 9	9/21/09 10:00 AM	1	2
Moodle Conversion	9/21/09 2:00 PM	2	3
Moodle Forums	9/22/09 10:00 AM	1	2
Blackboard Assignments	9/22/09 2:00 PM	1	2
Backing Up Your Online Course Information	9/23/09 9:00 AM	1	4
Camtasia	9/23/09 1:00 PM	1	2
Podcasting	9/24/09 10:00 AM	1	6
Tools for Transitioning to Moodle	9/24/09 2:00 PM	2	2
Camtasia	9/25/09 10:00 AM	1	3
Mixcraft	9/28/09 2:00 PM	1	4
Camtasia	9/29/09 10:00 AM	1	2
Camtasia Training	10/20/09 11:00 AM	1	2
Camtasia Training	10/22/09 1:00 PM	1	6
Moodle Basics	11/6/09 2:00 PM	1	5
Blackboard Basics	11/6/09 3:00 PM	1	1
Blackboard Basics	11/9/09 12:00 PM	1	1
Moodle Basics	11/9/09 1:00 PM	1	4

Title	Date	Duration	Attendance
Tools for Transitioning to Moodle	11/10/09 11:00 AM	2	3
Moodle: Adding Resources and Activities	11/12/09 9:00 AM	1	1
Blackboard Basics	11/13/09 9:00 AM	1	1
Moodle Basics	11/13/09 10:00 AM	1	4
Camtasia	11/13/09 1:00 PM	1	5
Moodle Basics	11/16/09 8:30 AM	1	5
Blackboard Basics	11/16/09 12:00 PM	1	2
Blackboard: Content Areas and Tools	11/16/09 1:00 PM	1	1
Moodle: Adding Resources and Activities	11/16/09 2:00 PM	1	3
Moodle: Adding Resources and Activities	11/17/09 9:00 AM	1	1
Blackboard Basics	11/18/09 9:00 AM	1	3
Moodle Basics	11/18/09 10:00 AM	1	2
Tools for Transitioning to Moodle	11/18/09 1:00 PM	2	2
Moodle Basics	11/19/09 9:00 AM	1	2
Blackboard Basics	11/19/09 10:00 AM	1	2
Camtasia	11/19/09 1:00 PM	1	3
Tools for Transitioning to Moodle	11/19/09 2:00 PM	2	2
Blackboard: Content Areas and Tools	11/20/09 1:00 PM	1	1
Moodle: Adding Resources and Activities	11/20/09 2:00 PM	1	2
Blackboard Basics	11/30/09 11:00 AM	1	2
Moodle Mini Bootcamp I (Nursing)	12/1/09 12:00 PM	4	10
Moodle Basics	12/7/09 9:00 AM	1	2
Bb Basics	12/7/09 10:00 AM	1	3
Blackboard: Content Areas and Tools	12/7/09 2:00 PM	1	2
Moodle: Adding Resources and Activities	12/7/09 3:00 PM	1	2
Moodle Basics	12/9/09 3:00 PM	1	6
Blackboard: Content Areas and Tools	12/10/09 9:00 AM	1	2
Moodle: Adding Resources and Activities	12/10/09 10:00 AM	1	5
Moodle Basics	12/10/09 1:00 PM	1	2
Moodle: Adding Resources and Activities	12/11/09 9:00 AM	1	3
Moodle Meta Courses	12/14/09 10:00 AM	1	3
Moodle Training	12/16/09 8:00 AM	8	22
Blackboard Discussion Forums	12/17/09 1:00 PM	1	1
Moodle discussion Forums	12/17/09 2:00 PM	1	3
Moodle Meta Courses	12/18/09 11:00 AM	1	2
Moodle discussion Forums	12/21/09 9:00 AM	1	5
Blackboard Discussion Forums	12/21/09 10:00 AM	1	1
Moodle Grading	2/8/10 1:00 PM	1	5
Moodle Grading	2/9/10 10:00 AM	1	2
Moodle Meta Courses	2/9/10 1:00 PM	1	3

Title	Date	Duration	Attendance
Moodle Grading	2/10/10 2:00 PM	1	2
Moodle Meta Courses	2/10/10 3:00 PM	1	1
Camtasia Basics	2/12/10 10:00 AM	1	3
Skype Basics	2/17/10 11:00 AM	1	5
Introduction to SoftChalk	2/17/10 1:00 PM	1	6
SoftChalk / Blackboard	2/17/10 3:00 PM	1	3
Mixcraft	2/18/10 10:00 AM	1	2
Mini Moodle Bootcamp	2/18/10 1:00 PM	3	5
Moodle Assignments	2/19/10 9:00 AM	1	2
Skype Basics	2/19/10 3:00 PM	1	2
Skype Basics (Tom Bell)	2/22/10 11:00 AM	1	6
Softchalk Basics (Phillip Lane)	2/24/10 2:00 PM	1	6
Mini Online Bootcamp	2/25/10 8:30 AM	3	4
Camtasia Basics	3/2/10 10:00 AM	1	6
SoftChalk Basics (Phillip Lane)	3/2/10 3:00 PM	1	2
Camtasia Basics	3/4/10 2:00 PM	1	2
Mini Online Bootcamp	3/5/10 1:00 PM	3	3
Camtasia Basics	3/16/10 1:00 PM	1	1
SoftChalk Basics	3/17/10 11:00 AM	1	2
Camtasia Basics	3/17/10 3:00 PM	1	7
SoftChalk Basics	3/18/10 3:00 PM	1	1
JBUG	4/8/10 11:00 AM	1	14
JBUG Meeting	4/9/10 12:00 PM	1	8
JBUG Meeting	4/12/10 3:00 PM	1	13
Preparing for the Blackboard 9 Upgrade	4/19/10 9:00 AM	1	2
Preparing for the Blackboard 9 Upgrade	4/21/10 1:00 PM	1	1
Blackboard 9: What Has Changed	4/21/10 2:00 PM	1	1
SoftChalk Basics	4/26/10 2:00 PM	1	3
Preparing for the Blackboard 9 Upgrade	4/27/10 1:00 PM	1	1
JBUG: User's Group Website and Resources	4/29/10 12:00 PM	1	3
SoftChalk Basics	4/29/10 3:00 PM	1	1
Camtasia 7: What Is New? What Has Changed?	4/30/10 2:00 PM	1	3
Blackboard 9: Grade Center	4/30/10 3:00 PM	1	2
Preparing for the Blackboard 9 Upgrade	5/3/10 3:00 PM	1	1
Bb9 Grade Center Basics	5/4/10 9:00 AM	1	3
JBUG: Saving Time With Moodle	5/4/10 11:00 AM	1	3
Bb 9: Grade Center Basics	5/5/10 12:00 PM	1	8

Title	Date	Duration	Attendance
Library Training Sessions			
Library Resource Training	July 2009	2	14
Library Resource Training Students	August 2009	1	295
Library Resource Training	August 2009	3	25
Library Resource Training Students	September 2009	11	220
Library Resource Training Students	October 2009	10	188
Library Resource Training Students	November 2009	12	257
Library Resource Training Students	December 2009	3	73
Library Resource Training	January 2010	2	25
Library Resource Training Students	January 2010	1	20
Library Resource Training Students	February 2010	4	52
Library Resource Training Students	March 2010	9	166
Library Resource Training Students	April 2010	8	144



Budget and Sustainability Plan



The Operational PLAN and Sustainability Plan

[http://intranet.jalc.edu/campus_info/Sustainable Fin Plan Apr10.pdf](http://intranet.jalc.edu/campus_info/Sustainable_Fin_Plan_Apr10.pdf)

[http://intranet.jalc.edu/campus_info/Sustainable Plan%20Implementation Team.pdf](http://intranet.jalc.edu/campus_info/Sustainable_Plan%20Implementation_Team.pdf)

[http://intranet.jalc.edu/The Plan FY 2011.pdf](http://intranet.jalc.edu/The_Plan_FY_2011.pdf)



Student Satisfaction Survey Results



**Educational Interpreting Professional – Certificate Program
Satisfaction Survey Spring 2009**

Were you satisfied with the coursework in the Educational Interpreting Program?

Yes: 6

No: 0

Are there any thoughts you'd like to share about the program?

I am focused on the EIPA. I found the program online through a friend of a friend! I am a fan of JALC and the IPP.

I would recommend this program to any and all that ask.

I enjoyed working with the instructor. She is knowledgeable about the content and is technical savvy. She has always been available to answer any questions.

I have grown a lot and have really enjoyed the classes. I feel they have prepared me for meeting my future goals of becoming NIC certified.

It would be wonderful if there were more ASL related classes I could take on-line through JALC.

I thought the program was unbelievable. When I decided to take it I didn't really know what I was in for. It was both challenging and rewarding. I feel like I'm better prepared for my job as an educational interpreter. Thank you!



Student Portfolio Criteria

Criteria for Portfolio Building Educational Interpreting Professional Program

Video Recording of Skill Sets:

Use a portable video camera, like a Flip Video, to record your work in the classroom. The video clips should be relatively short, 5 to 10 minutes, and should clearly demonstrate the skill or ability in each section. I suggest you videotape larger segments, and choose the smaller segment of video that demonstrates the skill set. Do not videotape the students in your class without express written permission from their parents. Videos demonstrating each skill set will be worth four points each.

Resume and Cover Letter:

You will be developing a resume and a cover letter as part of your portfolio building. The resume will be worth five points. The cover letter will also be worth five points. You may use standard resume building techniques. You will find links and video under the Portfolio Building of the course to help you develop your resume and cover letter.

Skill Sets:

Skill Set 1: Fingerspelling and Vocabulary - Choose a video sample, 5 to 10 minutes, that demonstrates your sign vocabulary and your ability to fingerspell. If you can find a voicing sample that demonstrates your English vocabulary and your ability to read fingerspelling, that is also good to include in your portfolio. For help practicing reading fingerspelling go to www.jalc.edu/ipp/fingspell

Skill Set 2: Message Equivalence - A 5 to 10 minute video clip interpreting into sign, and a video clip interpreting from sign to voice. If you do not have permission to videotape the child you are working with, select a video from another source to voice interpret. Put the camera on the source video, not on yourself. There have been several source videos that we have used throughout the course of this program. You may use one of those, or find a suitable video online. It is preferable to use video from the classroom where you work, if you have permission to do so.

Skill Set 3: Facial Grammar - For this video sample I'd like you to find a sample using topic-comment, yes-no questions, rhetorical questions, conditionals, etc. and also using lower face modifiers such as puff cheeks, pursed lips, etc. You might find that you are using these features along with classifiers and space. If that is the case, you can use one video to meet both requirements.

Skill Set 4: Use of Space, Discourse Mapping and Classifiers - In this five to ten minute sample I'd like to see classifier use. I'd also like to see use of space to mark discourse. For a review of Discourse Mapping download and reread: <http://www.digiterp.com/parallel/ParallelStudyPack.pdf>. For a review of classifiers go to www.jalc.edu/ipp/Classifiers

Skill Set 5: Expansion Techniques and Scaffolding - This is probably the most complex skill set to demonstrate. Expansion techniques are often used when scaffolding information for deaf students. When you need to add additional information to make something clear so they will be able to learn the concept, you are using expansion, and you are scaffolding.

For a review of expansion techniques, go to www.jalc.edu/ipp/Expansion

For a review of scaffolding, go to

http://en.wikipedia.org/wiki/Instructional_scaffolding

Note: These skill sets align with the skills identified on the Educational Interpreting Performance Assessment that are needed for interpreters in K – 12 educational settings. You are, therefore, demonstrating that you have developed the necessary skills to work in that setting.



Learning for Life

Links for News Relating to the Deaf Studies/IPP



Links for news relating to the Deaf Studies/IPP

1. Sheri Cook and the Deaf Studies class at Marion High School – December 3, 2009 (vol. 95, no 67) in the Daily Egyptian newspaper (could not find a link)
2. **DEAFest** - http://www.thesouthern.com/news/local/plus/article_fc54c53a-4353-11df-9c4d-001cc4c002e0.html
3. **IPP newsletter** - <http://www.jalc.edu/ipp/News/IPPNews2010.pdf>
4. **DEAFest** - http://thesouthern.com/news/local/plus/article_1f999908-4697-11df-97c1-001cc4c03286.html
5. John A. Logan College News (**DEAFest 2010**) - <http://news.jalc.edu/index.php/page/13/>
6. **DEAFest 2010** in *The Daily Republican* - http://nl.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=12F1EF4D33C6A380&p_docnum=1&p_theme=gat ehouse&s_site=MDRM&p_product=MDRM
7. **Advocating for rear-window captioning** - <http://www.jalc.edu/ipp/News/IPPNews2010.pdf>
8. **More on rear-window captioning** - <http://dailyegyptian.com/2010/04/25/kerasotes-theatres-offers-r-rated-response/>
9. **IPP archive newsletters** - <http://www.jalc.edu/ipp/publications.html>