The University of Texas Rio Grande Valley

American Sign Language Program

Student Handbook

American Sign Language Interpretation Program
Student Handbook

Introduction

The purpose of this handbook is to describe the content, requirements, expectations, policies and procedures of the Bachelor of Science in American Sign Language (ASL) Interpretation program at UTRGV.

The ASL program is housed within the Department of Communication Sciences and Disorders (COMD), which is part of the College of Health Professions. The main office of the Department of COMD is located on the Edinburg campus in the Health Affairs Building West, office 1.264. Dr. Donald Fuller currently serves as the Department Chair and Dr. Brian Cheslik currently serves as the ASL Program Coordinator. The main office for the ASLI Program is located in the Innovations Building on the Edinburg Campus, EINNV 1.140.

Statement of Accreditation

For updated UTRGV stated of accreditation, please visit: https://www.utrgv.edu/en-us/about-utrgv/accreditation/index.htm

Mission Statement

A Bachelor of Science degree in American Sign Language (ASL) Interpretation will advance the field by preparing future ASL interpreter professionals. Our mission is to prepare entry-level practitioners who are capable of managing the intercultural demands and complex cognitive tasks for conveying dynamically equivalent messages between ASL and English. Upon successful completion of the degree students will demonstrate foundational competencies in the areas of language, understand the culture of the Deaf community, and demonstrate professional behaviors for Sign Language Interpreters. Graduates will be eligible for state and national ASL Interpreter certification and/or a specialized state certification in the area of Tri-lingual Interpretation.

STUDENT LEARNING OUTCOMES:

1. **Students will demonstrate at an intermediate level the ability to formulate grammatically appropriate ASL to English and English to ASL interpretations.**
2. **Students will be able to successfully interpret consecutively and simultaneously at 110 words per minute entry level source material.**
3. **Students will demonstrate the skills necessary to work with consumers in educational and social service settings.**
4. **Students will develop cultural awareness by interacting with members of the Deaf community.**
5. **Students will possess the professional skills and knowledge required to conduct themselves in a manner appropriate to specific interpreting situations as well as to demonstrate respect for consumers.**

Diversity and Inclusion Statement

The ASLI program fosters an environment of cultural competency, sensitivity, and awareness. The ASLI program is committed to embracing faculty, staff and students from diverse backgrounds and encourages cross-cultural understanding in which distinctive perspectives and viewpoints may be shared.

Equal Opportunity/Non-Discrimination and Special Accommodations

The ASLI program is committed to providing equal opportunity in all programs and activities in compliance with all state and federal non-discrimination laws and regulations. As long as students are able to perform essential duties of the ASLI profession as outlined by the state Board of Evaluation of Interpreters (see Appendix A) with or without reasonable accommodation(s), we welcome all qualified individuals.

To facilitate equal access across all university programs and services you may contact the Student Accessibility Services office at ability@utrgv.edu.

Admission Requirements:

1. You become eligible to apply to the ASLI program once you have completed 45 semester credit hours towards the bachelor's degree. The 45 semester credit hours requirement comes from a combination of the following:
    a. General education core coursework
    b. Spanish Translation or Communication Studies concentration coursework and
    c. ASLI 1310 (ASL I), ASLI 1320 (ASL II), and ASLI 2310 (ASL III).

Please be advised:

We require THTF 1310 (Theatre Appreciation) and COMM 1315 (Public Speaking) as part of your general education core. Besides these two, general education core coursework may be chosen by you so long as the coursework fulfils the requirements of the UTRGV approved core curriculum.

Also, the cumulative GPA for the hours completed towards the degree must be at least 2.80. The GPA will be calculated using all institutional and transfer coursework applicable to the degree. Finally, ASLI 1310 (ASL I), ASLI 1320 (ASL II), and ASLI 2310 (ASLI III) must be completed with a grade of 'C' or better.

2. You should apply to the program the semester ASLI 3310 (ASL IV) is in progress.
3. The application and application requirements can be found at www.utrgv.edu/asli.

Note: Students possessing a form of ASL proficiency (i.e., heritage signers) and/or students transferring from other ASLI programs must consult with the ASLI Program Coordinator prior to registering for coursework. In some cases, specific subject courses may be substituted. This conversation, however, is performed on a case-by-case basis. An in-house proficiency exam has been developed and will be utilized to help determine ASL course placement. Finally, all applicants must apply (www.applytexas.org by the UTRGV admission deadline) and be accepted to UTRGV *prior* to applying to the ASLI Program. All required coursework must be on the UTRGV Academic Record/Degree Works in order to be considered eligible to apply and be accepted into the ASLI Program.

For questions on general university Transfer Credit policies see Transfer Credit.

ASLI Program Application and Deadlines

The ASLI Program application is submitted digitally; see ASLI Admissions. Once you click on the "Click Here to Begin Submission" link, it will take you to a web form. The web form will ask that you:

1. Enter personal data.
2. Submit an ASL video via a "public" or "untitled" YouTube link answering the following prompt: "Why I Want an Undergraduate Degree in ASLI" (3-5 minutes in length).
3. Acknowledge you have read and understood the requirements and policies of the ASLI program (see admission, progression, and graduation requirements).

Additionally, you should have three recommendation forms submitted on your behalf. See recommendation form link on the same ASLI Admissions page. Recommendation forms must be from someone that can comment on your academic qualifications or work experience.

The final application deadline is the 1ˢᵗ of August each year for the subsequent fall semester, however it is best to submit your application sooner. Admission to the program is competitive. You will be notified of your admittance status by the end of the first week of August, or within 1 month of submitting your application.

Appeals of Admission Decision

Any applicant who has not been selected to the ASLI program for admission may:
1. Appeal to the ASLI Program Admissions Committee by addressing a written response to the ASLI Program Coordinator within 10 days of receipt of the negative decision. Please include the following in your appeal:
   a. Specific reasons why the admission denial should not stand and
   b. Specific conditions that mitigate your case.
2. The ASLI Program Coordinator will review the original application and subsequent appeal with the ASLI Program Admissions Committee and render a decision within two weeks.
3. If the decision is still negative, you may appeal within 10 days to a committee consisting of the Department Chair, ASLI Program Coordinator, and ASLI Program Admissions Committee. The decision of this appeal will be rendered within two weeks and the decision is final.

Progression Requirements:

Once you have been accepted into the ASLI program, you should schedule a meeting with the ASLI Academic Advisor, Dr. Rosemary Landa. During this meeting, the ASLI Academic Advisor will be discussing the degree plan with you while tailoring an individualized roadmap to meet your needs (see Appendix B).

Also, a mini orientation will be held at the start of each fall term for new students. During this orientation, you will learn about ASLI program resources, meet ASLI faculty, and meet your ASLI student cohort.

Your ASLI student cohort consists of fellow students who will progress through the program with you. It is the ASLI program's hope you will become a cohesive, supportive, and interactive group engaging one another and your professors in meeting program learning outcomes.

Except for concentration specific courses (and the following below) the ASLI student cohort will register for the same sequence of required coursework.

1. ASLI 3323 (Foundations of Deaf Culture) may be taken prior to or after being officially admitted to the program. This course is offered every long semester.
2. ASLI 3320 (ASL V) may be taken prior to being officially admitted to the program and is also offered every long semester. Should you choose to take this course after being officially admitted, it is recommended you take the course your first fall semester (see program foundation coursework sequencing below).

American Sign Language Interpretation Foundation

Fall
ASLI 3320 ASL V
ASLI 3325 Interpreting I
ASLI 3330 Ethical Standards and Practices
ASLI 3335 Comparative Linguistics
ASLI 3340 Introduction to Classifiers

Spring
ASLI 3324 Fingerspelling & Number Systems in ASL
ASLI 3345 Interpreting II
ASLI 3355 Methods of Performance Interpreting
ASLI 3360 Diversity in the Deaf Community

Fall
ASLI 4315 Interpreting III
ASLI 4320 Interdisciplinary Interpreting
ASLI 4341 Advanced Classifiers

Spring
ASLI 4330 Interpreting IV
ASLI 4335 Interpreting Practicum
ASLI 4346 VGC & Non-Manual Markers

3. Concentration specific coursework. Choose one of the two:

Spanish Translation and Interpreting	**Communication Studies**
SPAN 2313 Spanish for Bilinguals I	COMM 1311 Introduction to Communication
SPAN 2315 Spanish for Bilinguals II	COMM 1318 Interpersonal Communication
SPAN 3300 Advanced Spanish Grammar and Composition I	COMM 3316 Intercultural Communication
TRSP/SPAN 3341 Introduction to Spanish/English Translation	COMM 3333 Theories of Communication
TRSP/SPAN 3342 Advanced Spanish to English Translation	COMM 3345 Gender and Communications
TRSP/SPAN 3343 Advanced English to Spanish Translation	COMM 4309 Nonverbal Communication

Academic Expectations

1. Maintain active student status by registering for courses every fall, spring, and summer session(s) according to the cohort schedule until all required courses have been completed.
2. Maintain active engagement by demonstrating regular attendance in classes and active engagement by completing all course assignments in a timely and professional manner.

Graduation Requirements

1. Complete all ASLI major courses with a grade of 'C 'or better.

2. Complete all concentration courses with a grade of 'C' or better.
3.

Mock Evaluations

Interpreting courses will assist you in preparing for the state exam. To pass the state exam, you must demonstrate the ability to interpret consecutively and simultaneously at a minimum of 110 words per minute. Mock evaluations will be provided at each level in your interpreting coursework. The mock evaluations will contain source material appropriate for entry-level interpreter professionals. Like the state exam, the exams are objective in that raters (graders) will score acceptable versus non-acceptable interpreting renditions as correct or incorrect. These evaluations will also note the type of errors under overall assessment sections which will assist in tailoring your education to fill in the gaps as noted. The purpose of such evaluations is to ensure you demonstrate language competency required for meaning transfer to and from the target language as one would in the field of interpreting.

ASLI Program Resources

ASLI Program Faculty/Staff

ASLI Faculty and staff are committed to assisting you in meeting your educational goals. We encourage open communication with our program faculty and/or staff should you require assistance (see Appendix C for the ASLI faculty and staff directory). One person or another may not have all the answers, however, we are committed to assisting you the best way we are able. At the minimum, please meet with the ASLI Program Coordinator and/or ASLI Academic Advisor before open registration periods. Program advisement is important to ensure program checkpoints are being met.

Facilities

The ASL Lab may be used by ASL and Interpreting students to practice signing and interpreting skills. The ASL lab is in EINNV 1.154 and is a suitable place to view ASL and interpret digital resources. To improve both your comprehension and production of ASL, lab work is incorporated into most ASLI courses.

The ASL Lab provides you access to the following resources:
- An ASL Lab tutor available to assist in answering general ASL questions,
- laptops,
- webcams,
- back drops.

Other benefits include a space for you to work with other students, both Deaf and hearing, on class projects and experience communicating in ASL outside of the classroom. Also, current event information such as ASL socials, interpreting workshops, and literature pertinent to the field are displayed in the lab.

Student Organization

The ASLI program also supports the ASL Club, a UTRGV student organization open to all registered students. The ASL Club strengthens the continuing bond between ASL students and the Deaf community. Each semester, the club supports a series of events related to Deaf community topics. These activities give you opportunities to develop your language skills and enhance your understanding of Deaf culture.

See main points from the ASL Club Mission statement below:

- To serve as an ally to the Deaf community by understanding the vital role ASL plays to one who is Deaf to implement personal, institutional, and societal equality at University of Texas Rio Grande Valley and the community at large.
- To build a professional identity for upcoming students across professions through their support and promotion of affiliation with professional organizations and ASL.
- To increase public awareness and promote understanding of all aspects associated with ASL, Deaf culture, and the Deaf community.
- To exercise leadership by planning and promoting events designed to facilitate a continued bond between students learning ASL and the Deaf community.
- To promote the baccalaureate degree in ASL Interpretation by acting as resource of information and direction.
- To provide a social network for members by striving to have guest speakers from different agencies to increase awareness.

Institutional Resources

Students who demonstrate financial need have a variety of options when it comes to paying for college costs such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Also, students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University resources include Advising, Career Center, Counseling Services, Learning Center, University Library, Student Health Services, and the Writing Center.

Center Name	Brownsville Campus	Edinburg Campus	Email Address
Advising	-BMAIN 1.402 (956) 665-7120	ESWKH 101 (956) 665-7120	AcademicAdvising@utrgv.edu
Career Center	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243	CareerCenter@utrgv.edu
Counseling Services	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574	Counseling@utrgv.edu
Learning Center	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585	LearningCenter@utrgv.edu
Student Health Services	Cortez Hall 237 (956) 882-3896	613 North Sugar Rd. Edinburg, TX 78539 (956) 665-2511	HealthServices@utrgv.edu

Center Name	Brownsville Campus	Edinburg Campus	Email Address
University Library	BLIBR (956) 882-8221	ELIBR (956) 665-2005	Library.Admin@utrgv.edu
Writing Center	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538	WC@utrgv.edu

Campus Security

To reach campus security, see contact information below. In addition, use emergency (blue light) call boxes located throughout campus.

Edinburg
Academic Support Facility
Phone: 956-665-7151

Brownsville
One W. University Blvd.
Phone: 956-882-7777

Email: police@utrgv.edu
UTRGV University Police

Further, contact the Office for Victim Advocacy and Violence Prevention if you become a victim or witness to sexual assault, domestic violence, dating violence, stalking, sexual harassment or interpersonal violence.

Edinburg
ELCTR 156
Phone: 956-665-8287

Brownsville
BNOBL 106
Phone: 956-882-8282

Email: ovavp@utrgv.edu
Office for Victim Advocacy and Violence Prevention

Finally, the Vaqueros Crisis Line is a 24/7 confidential helpline for enrolled UTRGV students experiencing an emotional crisis that may include suicidal thinking, thoughts of harming self or other, confusion, panic, or otherwise feeling distressed. A trained counselor will be available on the line to provide assistance. Call: 956-665-5555.

Appendix A
Essential Functions of a Sign Language Interpreter

BEI (Board of Evaluation of Interpreters Certification Program). (2012). *Study guide for interpreter certification candidates.* Retrieved from https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/providers/assistive/bei/bei_study_guide.pdf

A BEI-certified interpreter is a person who provides sign-language interpreter services. To work as a BEI-certified interpreter, a person must possess the education, experiences, skills and other job-related requirements of the position. The person must also be able to perform the following essential job functions.

I. ESSENTIAL ABILITIES AND ATTRIBUTES OF NONINTERMEDIARY OR NONDEAF INTERPRETERS

A BEI-certified non-intermediary interpreter must have the following physical, cognitive, cultural, linguistic, and professional abilities and attributes.

ESSENTIAL PHYSICAL ABILITIES

The essential physical abilities of a non-intermediary interpreter are described below.

- **Hearing**—the ability to hear, identify, and understand the speech of another person without relying on visual assistance
- **Speech**—the ability to speak clearly so that the speech is understandable to a listener
- **Vision**—the ability to see details of another person's hand shapes, hand movements, and facial expressions from a distance of three to six feet
- **Facial expression**—the ability to control the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose
- **Manual dexterity**—the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hands together with arms
- **Finger dexterity**—the ability to make precisely coordinated movements of the fingers of one or both hands
- **Wrist-finger speed**—the ability to make fast, simple, repeated movements of the fingers, hands, and wrists
- **Limb movement**—the ability to move the arms to place the hands slightly above the head, and to extend the arms away from the front of the body and to the sides of the body
- **Limb movement speed**—the ability to quickly move the arms
- **Dual-limb coordination**—the ability to coordinate movements of both arms while sitting or standing
- **Head**—the ability to control the head in order to nod and turn it from side to side
- **Physical stamina**—the ability to endure moderate physical exertion without getting winded or out-of-breath for at least 30 minutes

ESSENTIAL COGNITIVE ABILITIES

The essential cognitive abilities of a non-intermediary, nondeaf interpreter are described below.

- **Critical thinking**—the ability to use logic and analysis to assess communication in order to make adjustments in approaches to interpretation
- **Self-monitoring**—the ability to monitor and assess the interpretation during and after a task

- **Selective attention**—the ability to concentrate and be undistracted while performing a task, and to sustain that attention over a period of time
- **Auditory attention**—the ability to focus on a single source of auditory information in the presence of other distracting sounds
- **Visual attention**—the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area
- **Mental stamina**—the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes
- **Working memory**—the ability to remember information such as concepts, words, and numbers for a brief time while interpreting
- **Information ordering**—the ability to track and arrange information in a certain order
- **Pattern inference**—the ability to quickly make sense of information even when parts of that information may appear to be missing
- **Time sharing**—the ability to efficiently shift between two or more activities or tasks, and between two or more sources of information
- **Problem sensitivity**—the ability to recognize when something is wrong or is likely to go wrong
- **Fluency of ideas**—the ability to generate a number of ideas about a given topic (this concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas)
- **Breadth of knowledge**—an acquaintance or understanding, at the introductory level or higher, of a broad variety of topics and fields of interest

ESSENTIAL CULTURAL KNOWLEDGE AND LINGUISTIC ABILITIES

The essential cultural knowledge and linguistic abilities of a non-intermediary, nondeaf interpreter are described below.

English language
- knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- the ability to listen to and understand information and ideas presented through spoken words
- the ability to communicate information and ideas by speaking so others will understand

Written English comprehension
- read and understand information and ideas presented in writing
- communicate information and ideas in writing so that others will understand

American Sign Language
- knowledge of the structure and content of American Sign Language including the meaning of lexical and phrasal items, rules of grammar, and articulation
- the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and finger spelling
- the ability to communicate information and ideas through signs, gestures, classifiers, and finger spelling so others will understand

Culture—a BEI-certified interpreter must have an in-depth understanding of the cultural norms and mores of the American English-speaking and the American deaf communities.

ESSENTIAL PROFESSIONAL ATTRIBUTES

The essential professional attributes of a non-intermediary, nondeaf interpreter are described below.

- **Social perceptiveness**—the ability to be aware of and sensitive to others' reactions, and the ability to understand why others react as they do
- **Independence**—the ability to develop independent approaches to doing things and to work with little or no supervision
- **Interpersonal relationships**—the ability to develop constructive and cooperative working relationships with others, and to maintain them over time
- **Adaptability and flexibility**—the ability to adapt to considerable variety in the workplace and be flexible and accepting of positive and negative change
- **Emotional well-being**—the ability to exercise emotional control and stability in order to fully use intellectual abilities and good judgment
- **Self-control**—the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in difficult situations
- **Professional decorum**—the ability to show respect and act in a professional manner during all interactions
- **Problem solving**—the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valid conclusions
- **Organizing, planning, and prioritizing work**—the ability to develop specific goals and plans, and to prioritize, organize, and accomplish goals
- **Conflict resolution**—the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors
- **Time management**—the ability to manage time well and to respect the time of others
- **Ethical standards**—the ability to follow the Code of Professional Conduct* as set forth by the Registry of Interpreters for the Deaf. The seven tenets of the code are as follows:
    1. Interpreters adhere to standards of confidential communication.
    2. Interpreters possess the professional skills and knowledge required for the specific situation.
    3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
    4. Interpreters demonstrate respect for consumers.
    5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
    6. Interpreters maintain ethical business practices.
    7. Interpreters engage in professional development.

For a complete explanation of the Code of Professional Conduct, see Registry of Interpreters for the Deaf.

II. ESSENTIAL ABILITIES AND ATTRIBUTES OF INTERMEDIARY INTERPRETERS

A BEI-certified intermediary interpreter is a person who is deaf and provides sign language interpreter services. To work as a BEI-certified interpreter, a person must have the skills, experience, education, and other job-related requirements of the position. The person must also be able to perform the essential job functions, and have the following physical, cognitive, cultural, linguistic, and professional abilities and attributes.

ESSENTIAL PHYSICAL ABILITIES

The essential physical abilities of an intermediary interpreter are described below.

- **Vision**—the ability to see details of another person's hand shapes, hand movements, and facial expressions from a distance of three to six feet
- **Facial expression**—the ability to control the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose
- **Manual dexterity**—the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hands together with arms
- **Finger dexterity**—the ability to make precisely coordinated movements of the fingers of one or both hands
- **Wrist-finger speed**—the ability to make fast, simple, repeated movements of the fingers, hands, and wrists
- **Limb movement**—the ability to move the arms to place the hands slightly above the head, and to extend the arms away from the front of the body and to the sides of the body
- **Limb movement speed**—the ability to quickly move the arms
- **Dual-limb coordination**—the ability to coordinate movements of both arms while sitting or standing
- **Head**—the ability to control the head in order to nod and to turn it from side to side
- **Physical stamina**—the ability to endure moderate physical exertion without getting winded or out-of-breath for at least 30 minutes

ESSENTIAL COGNITIVE ABILITIES

The essential cognitive abilities of an intermediary interpreter are described below.

- **Critical thinking**—the ability to use logic and analysis to assess communication in order to make adjustments in approaches to interpretation
- **Self-monitoring**—the ability to monitor and assess the interpretation during and after a task
- **Selective attention**—the ability to concentrate and be undistracted while performing a task, and to sustain that attention over a period of time
- **Visual attention**—the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area
- **Mental stamina**—the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes
- **Working memory**—the ability to remember information such as concepts, words, and numbers for a brief time while interpreting
- **Information ordering**—the ability to track and arrange information in a certain order
- **Pattern inference**—the ability to quickly make sense of information even when parts of that information may appear to be missing
- **Time sharing**—the ability to efficiently shift between two or more activities or tasks, and between two or more sources of information
- **Problem sensitivity**—the ability to recognize when something is wrong or is likely to go wrong
- **Fluency of ideas**—the ability to generate a number of ideas about a given topic (this concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas)
- **Breadth of knowledge**—an acquaintance or understanding, at the introductory level or higher, of a broad variety of topics and fields of interests

ESSENTIAL CULTURAL KNOWLEDGE AND LINGUISTIC ABILITIES

The essential cultural knowledge and linguistic abilities of an intermediary interpreter are described below.

- **Written English comprehension**—the ability to read and understand information and ideas presented in writing

- **Written English expression**—the ability to communicate information and ideas in writing so that others will understand

- **American Sign Language**—the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and finger spelling and to communicate information and ideas through signs, gestures, classifiers, and finger spelling so that others will understand

- **Signed English**—the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and finger spelling in an English-like structure and to communicate information and ideas through signs, gestures, classifiers, and finger spelling in an English-like structure so that others will understand

- **Culture**—an intermediary sign language interpreter must have an in-depth understanding of the cultural norms and mores of the American English-speaking and American deaf communities

ESSENTIAL PROFESSIONAL ATTRIBUTES

The essential professional attributes of an intermediary interpreter are described below.

- **Social perceptiveness**—the ability to be aware of and sensitive to others' reactions, and the ability to understand why others react as they do
- **Independence**—the ability to develop independent approaches to doing things and to work with little or no supervision
- **Interpersonal relationships**—the ability to develop constructive and cooperative working relationships with others, and to maintain them over time
- **Adaptability and flexibility**—the ability to adapt to considerable variety in the workplace and be flexible and accepting of positive and negative change
- **Emotional well-being**—the ability to exercise emotional control and stability in order to fully use intellectual abilities and good judgment
- **Self-control**—the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in difficult situations
- **Professional decorum**—the ability to show respect and act in a professional manner during all interactions
- **Problem solving**—the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valid conclusions
- **Organizing, planning, and prioritizing work**—the ability to develop specific goals and plans, and to prioritize, organize, and accomplish goals
- **Conflict resolution**—the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors
- **Time management**—the ability to manage time well and to respect the time of others
- **Ethical standards**—the ability to follow the Code of Professional Conduct* as set forth by the Registry of Interpreters for the Deaf. The seven tenets of the code are as follows:

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

For a complete explanation of the Code of Professional Conduct, see Registry of Interpreters for the Deaf.

Appendix B

The University of Texas
Rio Grande Valley

American Sign Language Interpretation (ASLI) Program
Individualized Roadmap

Student Name: _____ ID#: _____Date:
_____

Year 1: Fall

COURSE #	COURSE TITLE	DESIGNATION	HOURS	GRADE
ASLI 3325	Interpreting I	ASLI Core	3.0	
ASLI 3330	Ethical Standards and Practices	ASLI Core	3.0	
ASLI 3335	Comparative Linguistics	ASLI Core	3.0	
ASLI 3340	Introduction to Classifiers	ASLI Core	3.0	

COMMENTS:

Year 1: Spring

COURSE #	COURSE TITLE	DESIGNATION	HOURS	GRADE
ASLI 3324	Fingerspelling & Number Systems in ASL	ASLI Core	3.0	
ASLI 3345	Interpreting II	ASLI Core	3.0	
ASLI 3355	Methods of Performance Interpreting	ASLI Core	3.0	
ASLI 3360	Diversity in the Deaf Community	ASLI Core	3.0	

COMMENTS:

Year 1: Summer

COURSE #	COURSE TITLE	DESIGNATION	HOURS	GRADE

COMMENTS:

Year 2: Fall

COURSE #	COURSE TITLE	DESIGNATION	HOURS	GRADE
ASLI 4315	Interpreting III	ASLI Core	3.0	
ASLI 4320	Interdisciplinary Interpreting	ASLI Core	3.0	
ASLI 4341	Advanced Classifiers	ASLI Core	3.0	

COMMENTS:

Year 2: Spring

COURSE #	COURSE TITLE	DESIGNATION	HOURS	GRADE
ASLI 4330	Interpreting IV	ASLI Core	3.0	
ASLI 4335	Interpreting Practicum	ASLI Core	3.0	
ASLI 4346	VGC & Non-Manual Markers	ASLI Core	3.0	

COMMENTS:

GENERAL EDUCATION CORE:
List of courses remaining:

Check on required core:
THTF 1310 Theatre Appreciation
COMM 1315 Public Speaking

ASLI CORE:
Check if these courses have been taken:
ASLI 3320 ASL V
ASLI 3323 Foundations of Deaf Culture

CONCENTRATION:
Spanish Translation and Interpreting
SPAN 2313 Spanish for Bilinguals I
SPAN 2315 Spanish for Bilinguals II
SPAN 3300 Advanced Spanish Grammar and Composition I

TRSP/SPAN 3341 Introduction to Spanish/English Translation (Fall)
TRSP/SPAN 3342 Advanced Spanish to English Translation (Spring)
TRSP/SPAN 3343 Advanced English to Spanish Translation (Fall)

Communication Studies
COMM 1311 Introduction to Communication
COMM 1318 Interpersonal Communication
COMM 3316 Intercultural Communication
COMM 3333 Theories of Communication
COMM 3345 Gender and Communications
COMM 4309 Nonverbal Communication

ADVISOR NOTES:
- COHP Advising contact: Leticia.Jaramillo@utrgv.edu
- SPAN courses contact: Ana.pena@utrgv.edu
- TRSP courses contact: Nazaret.Fresno@utrgv.edu
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Appendix C

ASLI Faculty/Staff Directory

(in alphabetical order by last name)

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