Submission:

Bachelor of Interpretation (American Sign Language – English)

Applying for Ministerial Consent under
the Post-secondary Education Choice and Excellence Act, 2000

The Minister of Training, Colleges and Universities
c/o The Universities Unit
900 Bay Street
9th Floor, Mowat Block
Toronto, ON M7A 1L2

Section 1:   Introduction

1.1   College and Program Information

Name of the College: George Brown College of Applied Arts and Technology
URL for the College: georgebrown.ca
Proposed Degree Nomenclature: Bachelor of Interpretation (American Sign Language – English)
Location (specific address) where program is to be delivered: St. James Campus 200 King Street East Toronto, Ontario M5A 3W8
Contact Information for Person Responsible for This Submission: Brenda Pipitone Dean, Academic Services and Student Affairs Room 578C, 200 King Street East Toronto, Ontario M5A 3W8 Phone: 416-415-5000 Ext. 2614 Fax: 416-415-2675 Email: bpipiton@georgebrown.ca
Site Visit Coordinator (if different from above): Patricia Chorney-Rubin Director, Community Services and Early Childhood Room SHE597 99 Gerrard Street East, Eric Palin Hall Bldg Toronto, Ontario M5B 2L4 Phone: 416-415-5000 Ext. 2762 Fax: 416-415-2565 Email: prubin@georgebrown.ca

1.2   Table of Contents

1.3   Executive Summary

George Brown College

Located in Toronto's vibrant downtown core, George Brown College is one of Canada's largest and most diverse colleges. The College has three main campuses, St. James, Casa Loma, and the Waterfront campus that opened in September 2012. George Brown offers 135 full-time programs and 189 continuing education certificates/designations across a wide variety of professions to a student body of over 24,500 (full-time equivalent) students, including over 3,200 international students, and over 61,000 continuing education registrants. Students can earn certificates, diplomas, graduate certificates, apprenticeships and degrees.

George Brown strategically pursues degree opportunities in sectors where it already has significant partnerships and working relationships that inform and strengthen program development and ongoing delivery. The College currently delivers five baccalaureate programs: Bachelor of Applied Business (Financial Services), Bachelor of Applied Business (Hospitality Operations Management), Bachelor of Technology (Construction Management), Bachelor of Applied Arts (Early Childhood Leadership), and Bachelor of Science in Nursing – a collaborative program with Ryerson University.

School of Deaf and Deafblind Studies

George Brown College is a Canadian leader in educating professionals who work with the Deaf and Deafblind. The Bachelor of Interpretation (American Sign Language – English) program will be delivered through George Brown's School of Deaf and Deafblind Studies that currently offers a number of programs that immerse students in American Sign Language, one of the three official languages of the Deaf community in Canada. These programs expose students to Deaf and Deafblind culture and the social issues that this consumer group faces. As the needs of the Deaf and Deafblind community change, the School updates its curriculum, develops new programs and establishes educational pathways to ensure that graduates are prepared for current and future trends in the sector.

The School has built a strong reputation as a quality educator in the field. It collaboratively works with industry associations such as the Association of of Visual Language Interpreters of Canada (AVLIC), the Canadian Association of the Deaf (CAD), Canadian Hearing Society, Ontario Interpreting Services, (CHS, OIS), Ontario Association of Sign Language Interpreters (OASLI), and the Ontario Association of the Deaf (OAD). In addition, the School has active and supportive Program Advisory Committees.

The School's faculty is comprised of professional and experienced interpreters and Deaf professors with well-established connections to the Deaf community and the agencies, associations and organizations that provide interpreting services. The College's long-standing involvement with the community services sector also gives students access to valuable hands-on learning opportunities in the field.

Professional Interpreters (ASL – English)

The language industry in Canada is experiencing remarkable growth and currently consists of over 800 translation firms, 500 language schools and over 100 firms and research institutions conducting research into language tools. The industry employs over 30,000 workers, half of whom are translators, interpreter

or terminologists.[1] ASL–English Interpreters are professionals within this industry. Examples of job titles of established interpreters include ASL-English Interpreter, Deaf Interpreter, Designated Interpreter, ASL Consultant, Conference Interpreter, Community Interpreter, and Translator.

In Canada, ASL-English Interpreters do not currently need to be certified, licensed or granted official recognition by a provincial regulatory body. However, it is considered an established profession with the Association of Visual Language Interpreters of Canada (AVLIC) being the national professional association for Sign Language Interpreters. AVLIC is the only certifying body in Canada and it awards a Certificate of Interpretation (COI) to interpreters who successfully complete a four-phase Canadian Evaluation System (CES). The degree program is designed to closely adhere to AVLIC's Code of Ethics and Guidelines for Professional Conduct.

Becoming a professional interpreter is a complex learning process. ASL–English Interpreters are required to develop a mastery of American Sign Language that will also provide access and understanding of the community and culture of Deaf people. They must build a foundation in language, linguistics, culture and interpretation, advanced cognitive skills, the ability to process information at an accelerated pace, a deep understanding of intercultural interaction – all while exercising professional, ethical judgment. To assist students to develop and provide the necessary skills, there is a strong movement toward requiring a degree credential. It is important to note that the movement toward increasing academic requirements is occurring for all language interpretation professionals, whether the interpretation is between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL).

In the United States, the need for Interpreters to have degree-level academic credentials is recognized. National Interpreter Certification (NIC) for Sign Language Interpreters is awarded in the United States through either the National Association of the Deaf (NAD) or the Registry of Interpreters for the Deaf, Inc. (RID). As of 2012, RID now requires a baccalaureate degree for certification eligibility. Over 40 baccalaureate programs in signed-spoken language interpretation are offered throughout the United States to meet the demand for qualified interpreters. Canada is lagging behind the United States with only one three-year baccalaureate program offered jointly by the University of Manitoba and Red River College. There is currently no Ontario degree program in signed-spoken language interpretation – this proposed program would be the first.

Program Overview

A program is designed with curriculum focused on seven areas of learning:

1. Language and Culture
2. Field Fundamentals
3. Interpreting Skills
4. Research Methods/Trends
5. Ethics and Professionalism
6. Breadth Electives
7. Field and Community Experience

The program includes eight liberal studies electives with the breadth component equating to 20% of the overall curriculum hours. It also includes one 14-week internship and several practicum and service learning opportunities.

---

[1] Reference: www.servicecanada.gc.ca

In the program's first semester, students are introduced to interpretation as a profession. They are provided with an overview of ASL-English interpreting, the cultural and philosophical frames of interpreters, and the dynamics of cross-cultural interactions. The breadth and implications of the interpreter's role are also introduced, including the forms of service provision, interpreting efficacy, terminology, interpreting theories, text analysis skills, cognitive processing skills, community and societal perspectives. An historical perspective of the Deaf community is provided and topics that are currently prevalent in Deaf education are critically examined through class activities and technology media.

Signed-spoken language interpreters need to have exceptional breadth and depth in communicative language skills. Students build on their bilingual and interpreting skills throughout the program with a continual emphasis on developing professional interpersonal skills. Teamwork skills and the use of technology as it relates to the interpreting process are also developed. By the third year, students are provided with in-depth opportunities to further develop their interpreting proficiencies in relation to more complex communicative language interactions. The program develops students' abilities to incorporate process management skills, apply theoretical processes to inform interpreting decisions, and to work effectively to provide meaning-based interpreting services, whether working in an interpreting team or independently.

As the program progresses, students continue to build the theoretical framework necessary to effectively participate in interpreting interactions. Paramount to the program is the students' ongoing reflections of their own agency within a marginalized cultural and linguistic minority community. Students are also provided with theoretical and practical opportunities to build on translation skills, blended with an introduction to consecutive interpreting skills in dialogic interactions utilizing cognitive models of interpreting. They are introduced to research and opportunities to review, evaluate and interpret areas that affect interpreters' psycho-motor functions and ethical considerations that are vital to the field.

By the fourth year of the program, courses and field experience have provided students with the experiential learning necessary to complement classroom learning and apply the critical thinking, interpersonal skills, and technical skills required of a practice profession such as interpreting. The final year of the program also provides students with experiential learning opportunities, providing interpreting services both with Interprofessional (IPE) simulated contexts and finally with community partnerships. These community partnerships support students to act in a professional capacity, to work and learn from other professionals, and to integrate theory to practice toward becoming professional interpreters. During their careers as interpreters, most graduates will be engaged in contract and self-employment opportunities. In the final year of the program, the Business Basics for Entrepreneurs course helps students develop the tools and knowledge necessary for self-employment.

Dr. Debra Russell, in the role of an independent external consultant, agreed to review the proposed program's curriculum. Dr. Russell's current position is Director, Western Canadian Centre of Deaf Studies, at the University of Alberta. She has a background in the study of American Sign Language – English interpretation, signed language research, and issues of language acquisition for Deaf children in mediated instructional environments. Dr. Russell provided the following statement in her letter of support related to her review of George Brown's proposed degree curriculum:

> It is clear from the documentation that you and your team have conducted a thorough
> review of existing BA programs in North America, and considered the best elements to
> construct what will be Canada's first BA degree program in interpreting. I appreciate the
> constructive approach that George Brown College has taken to gathering information,
> preparing drafts, seeking input from Deaf community members, interpreter educators,
> alumni of your program, current students, and working interpreters. It can be challenging to

work through multiple perspectives, and the resulting proposal represents a wonderful balance in addressing the concerns and needs of the Deaf community and interpreting profession, and creating a program is built on solid research and best practices in the field of signed language interpretation.

Capacity to Deliver

The degree program will be delivered at George Brown's St. James campus. There is existing classroom space, lab access, computer resources, and infrastructure to support the program. The School of Deaf and Deafblind Studies, has a state-of-the-art deaf studies lab. Renovated in 2008, the lab has student stations situated around the perimeter of the room to enable an open-concept and U-shaped format for visibility of ASL for in-class discussions and role-play activities. Along with a Smart board, projector, and two LCD monitors, there is also an overhead camera to record faculty lectures or student role plays, which can then be reviewed later for reinforcement or feedback.

The Library Learning Commons (LLC) at St. James is a 25,000 square foot, two-floor facility that includes the Library's print collections, computing commons, adaptive technology lab, and spaces for collaborative, individual and quiet study. Students will also have access to all of George Brown's other LLCs including the nearby Waterfront Campus LLC which houses resources for the College's Health Science programs.

George Brown College currently offers a three-year ASL–English Interpreter program advanced diploma. As indicated by the College's extensive employer and industry consultations, there is growing economic demand for a baccalaureate program in ASL–English interpretation. Once the proposed degree program is approved and launched, it is the intention of George Brown College to sunset its existing diploma. The degree's enrolment projection of 30 students per intake is based on the enrolment target now in place for the College's existing diploma program. Class sizes and faculty-to-student ratios for interpretation programs need to be kept at the projected levels to support the intense student support and feedback requirements of an interpretation program. The projected enrolment numbers are also consistent with class sizes of programs for the interpretation profession.

When George Brown College started to explore the possibility of developing a Bachelor of Interpretation (ASL – English) program, it initiated preliminary discussions with MTCU representatives regarding the PEQAB requirement for 50% of the faculty to have a terminal credential. The concern expressed by George Brown to MTCU is that there is only one university in the world (Gallaudet University) that offers a Ph.D. in interpretation with a focus on signed-spoken language interpretation. The small pool of Ph.D. qualified candidates, who reside primarily in the United States, makes it extremely challenging to meet the PEQAB ratio requirement. During these initial discussions, MTCU representatives acknowledged this challenge and encouraged George Brown to continue to pursue this greatly needed program.

In consideration of existing faculty and available resources, the faculty projection in this application is that the program will have 45% of the faculty holding a Ph.D. credential by the second year of delivery. The College is committed to developing and offering a quality baccalaureate program that meets all degree level standards. While the projected faculty complement in the initial years of the degree program launch may not meet the PEQAB terminal credential requirement due to the lack of PhD qualified faculty available in Canada, George Brown will continue to work with other industry experts and educational institutions to identify opportunities to access qualified instructors. Our efforts to date include:

- Discussions with Gallaudet University to establish a reciprocal process that introduces their PhD students to the opportunity of teaching in a George Brown College degree program.

- Developing professional development opportunities for existing faculty to obtain a doctoral credential.

- Exploring opportunities that incorporate video conferencing and similar technologies to support PhD instructors from other parts of the country and the United States to teach in the program.

Bridge Pathways

George Brown is in stakeholder consultation regarding the development of two bridge pathways into the degree program:

1. Diploma to Degree – Advanced Standing Pathway: Given the employer and industry need for a baccalaureate program, George Brown College has made the strategic decision to sunset the ASL English Interpreter diploma program (AEIP) when the degree program is launched. Based on all our discussions and feedback received to date, the transition from diploma to degree has the full support of the community and profession it serves.

   George Brown College will continue to offer the AEIP three-year diploma until the proposed degree program is approved and launched. Once the degree program begins, admission into the diploma will be suspended. A bridge pathway is being developed for existing diploma students to have an opportunity to transfer into the degree program after completion of the second year of the diploma or continue in the diploma program until they graduate.

2. Degree Completion Pathway: Graduates of the ASL English Interpreter advanced diploma program will have access to a degree completion pathway. George Brown College is currently working with stakeholders and curriculum specialists to determine the number of eligible credits toward entry into the degree. Until a pathway is developed and approved through the College's internal processes, the required bridge courses will be determined on a case-by-case basis.

Credential Recognition

Our advanced diploma, ASL – English Interpreters (AEIP), is the only Ontario Interpreter Education Program recognized by the Association Visual Language Interpreters of Canada. As such, the diploma is currently considered a provincial standard used by employers when hiring interpreters and George Brown has a significant responsibility to ensure that the credential offered for sign language interpreters fully addresses the current and future requirements of the sector.

While employers regularly provide positive feedback on the skills of our AEIP graduates, they are also highlighting the need for Ontario to provide a degree-level program for ASL-English interpreters. The employer letters included in this application indicate strong support for George Brown replacing the existing diploma with a degree credential. The following excerpt from the Ontario Association of the Deaf (OAD) letter of support includes mention of Ontario's Accessibility for Ontarians with Disabilities Act (AODA) as a requirement that will impact the need for ASL-English interpreters, especially in the public sector and particularly with the Ministry of Community and Social Services:

The Ontario Association of the Deaf (OAD) urgently needs more interpreters due to the fact that we have a lot meetings and consultations with government agencies, and schools. We continually have difficulty with scheduling interpreters because there are not enough. In the near future, there will be Video Relay Service available in Ontario. They will also require more interpreters . . . OAD believes that a Bachelor of Arts degree for the ASL-English Interpreter Program would be the best investment for the students and George Brown College. Students would have a promising career and future with their degree. The graduate students would be proud to be alumni of GBC, and also OAD would not have difficulty finding qualified interpreters.

I am sure you are aware that on June 13, 2005, the government passed the Accessibility for Ontarians with Disabilities Act, 2005. Through the act and the accessibility standards, our goal is to make Ontario accessible by 2025. That mean George Brown College would have great support from the Ministry of Community and Social Services.

Ontario Association of the Deaf

George Brown College has a strong collaborative relationship with AVLIC, the national professional association for Sign Language Interpreters. The College's current advanced diploma program is Ontario's only Interpreter Education Program listed on the AVLIC website. A letter of support from AVLIC's president, Christie Reaume, is included in this application.

The degree program is also designed to provide students with a pathway to pursue graduate studies. Provided in this application are support letters received to date from Gallaudet University, Western Oregon University, and the University of Alberta. Glendon College/York University also provided a letter of support which references a possible future collaboration regarding its graduate program in conference interpretation and George Brown College's proposed degree program.

Nomenclature and Non-Duplication

Since there are currently no four-year baccalaureate programs in Canada designed specifically for ASL – English Interpretation, George Brown College reviewed the nomenclature used by American universities. Based on this review, the College proposes Bachelor of Interpretation (American Sign Language – English) for the degree nomenclature. This program name specifies both the subject of study and that the credential which will facilitate public understanding of the qualification and assist students, employers and other post-secondary institutions in recognizing the level, nature and discipline of study.

Economic Need

The economic demand for the proposed program is based on several factors and trends. The roles and responsibilities of an ASL–English Interpreter now require a degree-level credential. The process of interpreting is complex, and there is a strong movement toward requiring a degree credential for language interpretation professionals, whether between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL).

The Government of Ontario supports the full inclusion of persons with disabilities in its laws, policies, programs and services. This is clearly outlined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act (ODA), 2001 and the Accessibility for Ontarians with Disabilities Act (AODA). However, Ontario is unable to meet the current demand for ASL–English Interpreters, with the Ontario Interpreter Services (OIS) reporting that 30% of requests are

denied due to unavailability of intepreters. This shortage of qualified interpreters is expected to grow as organizations are required to be fully AODA compliant by 2025.

Canadian educational institutions need to be developing the degree-level programs necessary to meet the demand for interpreters. It is clear from the body of literature that informs interpreting that this is a profession that is ripe for advanced degree credentials. It is also evident that the profession is well established and self-regulating in terms of professional standards and ethical practices.

George Brown College has a long history of working with the Deaf community to offer relevant education. Offering a baccalaureate program in ASL–English interpreting is a logical step that can serve to advance the field by addressing the educational components in a thorough and thoughtful way, leading to a credential that is consistent with other professions and the language industry as a whole. Graduates of the proposed four-year program will be able to acquire the foundational education now necessary to meet the diverse linguistic and cultural needs of the Canadian communities that they serve.

1.4   Program Abstract

George Brown College's Bachelor of Interpretation (American Sign Language – English) is a four-year degree that responds to Canada's immediate and growing demand for qualified Sign Language Interpreters. The program provides a sociolinguistic view of the Deaf community and includes translation and interpreting theory and practice, ethical foundations, cross-cultural awareness, communicative language development in American Sign Language (ASL) and English, service learning, and experiential learning opportunities. Students are encouraged to appreciate the many variables that influence language, including gender, ethnicity, social status, education, age, and bilingualism. Through field experience opportunities integrated throughout the program, students gain access to the Deaf community and culture, as well as acquire insights into features of spoken languages that are often taken for granted.

The combination of focused study in language and culture, with broad-based liberal studies courses, provides students with the cognitive framework and knowledge base needed to function successfully as interpreters. Through continued mastery of these skills, students also develop sustained powers of concentration, versatility in dealing with a variety of people and content areas, fast-thinking, and excellent communication skills in the respective languages. A 14-week internship allows students to enhance their practical experience, often choosing within the diverse opportunities offered throughout the Greater Toronto Area, which further develops their skills and helps to establish valuable contacts within the community.

Employment opportunities for ASL-English Interpreters are growing as more Deaf persons enter Canada's workforce in a range of professions. Demand for interpreters is also increasing in response to national and provincial legislation, including mandated implementation of the Accessibility for Ontarians with Disabilities Act (AODA). Graduates will be prepared to work as interpreters in a number of environments such as social service agencies, educational settings, the private sector, and self-employment. There is a wide range of employment opportunities with job titles of established interpreters including ASL-English Interpreter, Designated Interpreter, ASL Consultant, Conference Interpreter, Community Interpreter, ASL Patient Care Coordinator, and Translator.

Section 2: Degree Level

This section contains a description of how the proposed Bachelor of Interpretation (American Sign Language – English) program meets the Ontario Qualification Framework and Postsecondary Education Quality Assessment Board (PEQAB) Standards. Although adherence to each standard is described separately, the program approaches the standards using an integrative approach so that students can more readily identify connections and associations as the curriculum is presented. This also creates opportunities for students to demonstrate competencies for more than one standard as part of performance assessments.

2.1 Depth and Breadth of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;

b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;

c. A developed ability to:
   i) gather, review, evaluate and interpret information;
   ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;

d. A developed, detailed knowledge of and experience in research in an area of the discipline;

e. Developed critical thinking and analytical skills inside and outside the discipline;

f. The ability to apply learning from one or more areas outside the discipline.

Interpretation is a skill that is developed in addition to attaining fluency in two languages. The process of interpreting is complex and involves the ability to accurately represent a message expressed in one language, its meaning and intent including its cultural components, into another language with its cultural components, without changing meaning. Interpretation is conducted in a broad range of situations and contexts but is most often done in an immediate, interactive communication event which has two or more participants. With an increasing number of Deaf and hard of hearing persons gaining access to post-secondary education, pursuing careers in a wide range of professions, and attaining higher positions in respect to career and work, the requirements for sign language interpretation are also becoming more sophisticated, often requiring translation of advanced and complex concepts.

In the program's first semester, students are introduced to interpretation as a profession. They are provided with an overview of ASL-English interpreting, the cultural and philosophical frames of interpreters and the dynamics of cross-cultural interactions. The breadth and implications of the interpreter's role are also introduced, including the forms of service provision, interpreting efficacy, terminology, interpreting theories, text analysis skills, cognitive processing skills, community and societal

---

perspectives. An historical perspective of the Deaf community is provided and topics that are currently prevalent in Deaf education are critically examined through class activities and technology media.

In the second year of the program, students continue to build the theoretical framework necessary to effectively participate in interpreting interactions. In Service Learning I and II, students develop an essential knowledge base about different agencies and programs that serve the Deaf community. Paramount to these courses is the students' ongoing reflections of their own agency within a marginalized cultural and linguistic minority community. Students are also provided with theoretical and practical opportunities to build on translation skills, blended with an introduction to consecutive interpreting skills in dialogic interactions utilizing cognitive models of interpreting. They are introduced to research and opportunities to review, evaluate and interpret areas that affect interpreters' psycho-motor functions and ethical considerations that are vital to the field.

In the third year, students continue to develop and apply connections between theoretical constructs and contextual demands. Utilizing critical thinking skills and contextual analysis, students develop their capacity to discern appropriate modes of interpretation to co-create a meaning-based interpretation. Students have the opportunity to further develop and experience interpreting techniques and modes as informed by various contextual factors during community interactions. Emphasis is placed upon management of the interpreting process in one-to-one and small group exchanges in preparation for basic community interpreting, team interpreting, and utilization of error correction strategies. The Interpreting III course includes critical analysis of the nature of the inter-subjective communicative interaction to determine the most effective interpreting options and also includes scaffolding of preparation for basic community interpreting and team interpreting. The third semester also introduces more advanced study of current topics and issues facing the Deaf community, including comparison and research activities.

Starting in Year 3 and continuing into Year 4, students are provided with opportunities to develop detailed knowledge and experience of interpreting in a variety of contexts through field work provided through practica and an intensive internship.

In the fourth year of the program, courses provide students with the experiential learning necessary to complement classroom learning and apply the critical thinking, interpersonal skills, and technical skills required of a practice profession such as interpreting. Students both observe and interpret authentic consecutive and simultaneous interactions, where appropriate. Reflection, which informs practice, is a key element of this course and students are encouraged to critically reflect upon and discuss their field experiences. This final year of the program also provides students with experiential learning opportunities, providing interpreting services both with Interprofessional (IPE) simulated contexts and finally with community partnerships. These community partnerships support students to act in a professional capacity, to work and learn from other professionals, and to integrate theory to practice toward becoming professional interpreters.

During their careers as interpreters, most graduates will be engaged in contract and self-employment opportunities. In the final year of the program, the Business Basics for Entrepreneurs course has students develop the tools and knowledge necessary for self-employment, including topic areas such as invoicing systems, record and bookkeeping, taxation, insurance, scheduling practices, and negotiating contracts. Students discuss and reflect on the necessity for appropriate interpersonal skills, appropriate marketing strategies, the need for support systems, and their role in the profession upon graduation.

To ensure appropriate breadth of knowledge outside of the core curriculum, the program includes eight liberal studies electives. Students will take four of these electives in the first year of the program so that they are introduced to key concepts in liberal studies subjects such as sociology, philosophy, art history, and environmental science. These lower level electives assist in forming foundational survey knowledge.

Upper level liberal studies courses explore specific topics in greater depth than the lower level courses, and often from an interdisciplinary perspective. Students must apply their foundational knowledge to critically evaluate the complexities of specific topic areas. Examination of significant themes and theoretical frameworks requires greater depth of evaluative analyses as demonstrated by the demands of the reading assignments and written assessments, relative to lower level courses.

Liberal studies electives at both the lower and upper levels are rigorous, consisting of comprehension and critical analyses of the prevailing theoretical frameworks within a discipline area, with strong emphasis on assessments that demonstrate clear, coherent arguments.

2.2   Conceptual and Methodical Awareness/Research and Scholarship

---

Competencies that the holder of the qualification is expected to be able to demonstrate:

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
b. Devise and sustain arguments or solve problems using these methods;
c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

Interpretation is a field and profession that are undergoing significant advances in research and development of theoretical frameworks. The use of ASL-English interpretation is now present in several environments such as education, medical/health, law, and business. To meet the needs of a wide range of diverse client groups, it is essential that program graduates have a solid comprehension of current research and literature. Throughout the program, students are exposed to the many components of research and scholarship through a variety of teaching methodologies such as presentations, case studies, readings of the literature, and written assignments.

In the first year, the Deaf Studies course provides opportunities for students to critically analyze and compare historical and social events in the Deaf community with a focus on Deaf persons' ideology and resistance to oppression. Historical context for research is provided through an introduction to relevant past and present occurrences such as political and social movements, the Milan conference, the Eugenics movement, and the role of ASL in the Deaf communities. Through cross-cultural studies, students learn to examine interaction styles and abilities, and work with problem-solving techniques.

In Semester 3, the Introduction to Research course identifies and examines the various components of the research process and how they relate to the development of supportable conclusions, the generation of new ideas, and the reliability of research findings. Students are introduced the research process, including formulating research questions, understanding qualitative and quantitative research, sampling, measurement, research design, data analysis, as well as the development and presenting of research projects. Students examine theoretical and philosophical underpinnings of research including the importance of validity in research, reliability of measures, and ethics. Students are also introduced to current research in sign language linguistics, spoken and signed language interpreting and conducting critical evaluation of research reports.

In Semester 7, students continue to develop their research skills through the Research in Interpreting Studies course. This course provides students with opportunities to further develop their abilities to investigate and analyze perspectives and methods that are central to current research, specifically within the field of interpreting. Students hone skills in evaluating qualitative and quantitative research and develop a full proposal for the required research paper.

In Year 3, the Translation and Discourse Analysis II course introduces students to research on dimensions of discourse such as multiculturalism, language variation, power, and setting, and their impact on the creation and conveyance of meaning from source to target texts. Students examine and perform translation processes by critically analyzing explicitness versus implicitness of texts through self-monitoring and intralingual and interlingual constructs. Opportunities to critically examine current research related to contrastive analysis of the Deaf community are examined to support students' abilities to incorporate data into their understanding of the diversity and complexity of the Deaf community.

Exposing students to the multiple areas of research related to interpretation, as well as supporting them in practical exposure to the work environment, provides students with a balanced model of theory to practice relationships. Graduates will be well-positioned to be effective in a range of community settings and diverse populations. In addition, the research components integrated throughout the degree program will ensure that graduates have the academic and practical requirements to pursue graduate studies in the field of interpretation, if they wish to do so.

2.3   Communication Skills

Competencies that the holder of the qualification is expected to be able to demonstrate:

The ability to communicate information, arguments and analyze accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

Sign language interpreters need to have exceptional breadth and depth in communicative language skills. In addition to increasing fluency in two languages, interpretation knowledge, skills and techniques are required, as well as an in-depth understanding of Deaf community and culture. Students build on their bilingual and interpreting skills throughout the program with a continual emphasis on developing professional interpersonal skills. Teamwork skills and the use of technology as it relates to the interpreting process are also developed. By the third year, students are provided with in-depth opportunities to further develop their interpreting proficiencies in relation to more complex communicative language interactions. The program develops students' abilities to incorporate process management skills, apply theoretical processes to inform interpreting decisions, and to work effectively to provide meaning-based interpreting services, whether working in an interpreting team or independently.

Over the four-year program, students learn, develop and practice the communicative language skills needed to effectively perform the role of an ASL-English interpreter. These skills are incrementally developed in both ASL and English, with students progressively building confidence in their abilities. The program incorporates theory, classroom practice and application of skills to real interactions.

A series of six ASL courses is integrated throughout the program and is designed to progressively build students' ASL proficiency through communicative language competencies. These courses are taken in sequence, allowing students to incrementally build greater fluency and spontaneity. New topics are gradually introduced and students learn the ability to communicate in ASL in a culturally appropriate manner. By the fifth ASL course, students participate in group activities that allow them to develop their understanding of different elements and features in ASL storytelling. Samples of ASL literature and empowering literature are provided for the interpretation and understanding of the values inherent in the Deaf Community.

In the first year of the program, students are introduced to Sociolinguistics; comparing and contrasting the linguistic structures of both English and ASL. Students explore and research dialects, variations, bilingualism, multilingualism, as well as language and identity. During this first year, students are also required to do formal presentations, strengthening their communicative skills and ability to synthesize information. In the Introduction to the Interpreting Profession course, students begin to explain the role and responsibilities of sign language interpreters and professional practice settings. In the Deaf Studies course, students use ASL to explain significant events in Deaf history, summarize the history of Deaf education, debate controversial issues in the Deaf community, and describe the roles and purposes of local, provincial, national and worldwide Deaf organizations and Deaf clubs. By the third year of the program, the Dynamics in the Deaf community: Contrastive Analysis course has students exhibiting their ability to explain different forms of oppression and current trends as they relate to identity and ideology.

Applying communicative language skills within the context of the Deaf community is a primary principle of this program. The Introduction to Translation and Discourse Analysis course introduces cross-cultural and cross-linguistic comparisons between source and target languages with application to meaning-based interpreting foundational skills. Students also examine the meaning-based translation process. Focus is on the functional and cultural literacy skills needed to perform a successful text analysis. Students explore and perform foundational translation processes utilizing contextualizing strategies. In Year 3, the Translation and Discourse Analysis II course continues with cross-cultural and cross-linguistic comparisons between source and target languages with application and synthesis using the meaning-based interpreting approach. Focus is placed on the cultural and critical literacy skills needed to perform a successful text analysis.

During the second year, in Service Learning I and II, students are engaged in the Deaf community, working in collaboration with Deaf professionals to provide services to Deaf community members at the grassroots level. This allows students an opportunity to use their ASL skills in authentic, real world interactions. Concurrently, the Values, Ethics and Professional practice course which includes an in-depth look at the Code of Ethics and professional codes of conduct, provides students with the tools to explain their role, limitations and their ethical decision making process during community interactions.

In summary, the program uses an incremental approach to building communication skills in a number of areas. Over the four years, students analyze discourse within contexts, communicate theoretical approaches, and apply these skills to work-related contexts through case studies, presentations, readings, discussions and written papers. In the fourth-year Research in Interpreting Studies, students further apply these skills with the opportunity to research in-depth specializations and to critically examine the field while they develop a full proposal for the required research paper.

2.4   Application of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

a.   The ability to review, present and critically evaluate quantitative and qualitative information to:
  i)   develop lines of argument;
  ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
  iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
  iv) where appropriate, use this knowledge in the creative process;

b.   The ability to use a basic range of established techniques to:
  i)   initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
  ii)   propose solutions;
  iii) frame appropriate questions for the purpose of solving a problem;
  iv) solve a problem or create a new work;

c.   The ability to make use of scholarly reviews and primary sources.

The program provides students with sound theoretical background which is then used as the foundation for application of knowledge. Once students have a solid grasp on the foundational theories and framework of an interpreter's role, they will be immersed in the application of the theory in courses such as Interpreting I, II, III, and IV, Interpretation Essentials, Interpreting Interaction: Community I and II, Interpreting Interaction: IPE, Interpreting and Technology, Cross-cultural Interaction, Dynamics in the Deaf Community: Contrastive Analysis, and Research in Interpreting Studies. Within these courses, students learn critical thinking skills that allow them to critique research and literature, develop an understanding of the concepts of the profession, and appreciate their role and service in the Deaf community.

As part of their classroom work, students observe and interact with a range of Deaf signers, both in person and through video presentations. This enables the students to note differences in communication style and intent, such as regional differences and level of formality of communication, as well as individual idiosyncrasies. Students identify and analyze activities in the controlled setting of the classroom, where their reflections can be guided by faculty. This deepens students' understanding and prepares them to respond to a wider range of situations in their practica and internships, as well as in their careers after graduation. Such activities assist in bridging the relationship between theory and practice, enabling students to deepen their knowledge and be better prepared to benefit from the external experiential components of the program.

In first year, the English Processing Skills course provides an overview of text analysis of English, cognitive processing skills, and introduces interpreting foundational skills and various models of interpreting processes. The course also introduces students to the impact of culture, gender, and setting on the creation and conveyance of meaning from source to target texts. Complementary to this course is the ASL Processing Skills course which introduces students to the foundation of cognitive manipulation skills, including intra-lingual skills, memory strategies, summarizing, paraphrasing, pattern inference analysis, discourse analysis, and lexicon analysis in American Sign Language as a target and source language. It also examines and reflects on the importance of cognitive processing tasks necessary for processing and delivering information in ASL to ASL. These first-year courses serve to provide the

foundation for scaffolding interpreting processes that are introduced and integrated throughout the program.

The experiential knowledge that students gain will further enhance and solidify their skills. Practicum opportunities begin in second year and are strategically aligned with theoretical courses so that students are able to observe theoretical content translated into practice with a variety of populations. In the First two service learning practica (Year 2 – Semester 3 and 4), students are placed within the Deaf community with a Deaf field liaison one day per week (60 hours per semester). These opportunities allow students to provide service to a community stakeholder by addressing needs and providing solutions and acting as an agent of change. In third year, Semester 5, students are placed with freelance or staff interpreters one day per week (60 hours). In Year 4, Semester 8 students experience a one day per week practicum with freelance or staff interpreters (60 hours).

Between Years 3 and 4, students participate in a 14-week internship experience. Through their work experience, students are exposed to a range of settings and learning experiences in professional and community-based environments with the support of a Field Liaison. Further, the internship affords an opportunity to develop an understanding of the demands of interpreting work and the rights and responsibilities of the interpreter and the constantly changing environments in which they work.

Throughout their program and subsequently as practitioners, students need to maintain currency related to trends in Deaf education and shifts in community standards and practice. For example, some practices which are very common in other jurisdictions are currently unacceptable in Ontario. To keep abreast of changes, students learn to assess and integrate material from many sources, ranging from casual conversations with Deaf people to scholarly articles and government documents. Learning to weigh and analyze the effect of material from multiple stakeholders is crucial to maintaining relevance in this profession. Students also learn the limits of their own expertise in specialized fields of knowledge. Interpretation often calls for familiarity with specialized concepts and vocabulary that requires extensive preparation or education in another discipline.

2.5   Professional Capacity/Autonomy

Competencies that the holder of the qualification is expected to be able to demonstrate:

a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

    i)   the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
    ii)   working reflectively with others;
    iii) decision-making in complex contexts;

b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;

c. Behaviour consistent with academic integrity and social responsibility.

Every course provides students with an appreciation of the importance of professional integrity and inter-professional responsibilities. Foundational concepts pertaining to communicative competence are

introduced in the first two years, with later courses specifically designed to further enhance and build upon student competencies. Scaffolding of interpreting opportunities embedded in courses such as the Interprofessional Education, as well as the Situated Learning Interpreted Collaborations, supports students' skills and professionalism when working both independently and as part of a team.

Students learn about interpreting as a profession within the context of the legal and ethical codes of society and the professional community. In Semester 1, the Deaf Studies course introduces the laws, regulations and guidelines of the profession, including Ontario's Bill 82, Bill 4 and Accessibility for Ontarians with Disability Act (AODA). The Cross-Cultural Interaction course in Semester 2 offers students an opportunity to identify, appreciate, and value their own personal strengths and abilities. The values, norms, identities and traditions of students' own cultures and other cultures are explored to serve as a comparison with Deaf culture. Reflection is an important component of this course and students are encouraged to discuss their own perspectives and experiences in relation to Deaf and hearing communities. This course prepares students for their practicum experiences and eventually their role as ASL-English interpreters while gaining an understanding of being an ally to the Deaf community.

In the second year, the Values, Ethics and Professional Practice course explores the concepts, procedures, ethical, and professional considerations applicable to interpreting. Students examine personal and professional values and their impact upon ethical decision making as it relates to the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct. Students, apply critical analysis of interpreting decisions, taking into consideration the diversity, equity, equality and rights of all participants as well as ensuring alignment with legal requirements and other professional codes. Personal responsibility is further explored in the Health and Wellness course. Through reflection and practical applications, the principles of healthy living, along with occupational health and safety principles provide students with the foundation needed to explore connections between wellness and work. This has particular relevance to the profession, as interpreters are vulnerable to repetitive strain injuries and similar occupational hazards. These risks can be minimized by applying knowledge of anatomy through appropriate practices. Coupled with the continued scaffolding of ASL communicative competencies developed in ASL III and ASL IV, students learn about and reflect upon their own agency within a linguistic and cultural minority.

The Dynamics in the Deaf Community: Contrastive Analysis course in Year 3 gives students a deeper appreciation of the responsibilities of their role as an ally and professional within the Deaf community. Students explore the dynamics of the Deaf community and have opportunities to re-evaluate the historical, social, cultural and political that constructs the dynamic Deaf community through further acquisition of the language in ASL V. Connected to the courses related to interpreting, students have opportunities to work with a professional interpreter in the community; allowing them to connect theory to practice through reflective discussion with peers and professional colleagues. Further development of interpreting skill sets continues in Semester 6 through courses such as Translation and Discourse Analysis II in addition to Interpreting III and Interpreting Interaction: Community II.

At the end of third year, students participate in a 14-week interpreting internship. Students, while supervised, provide consecutive and simultaneous interpretation service where appropriate under the supervision of a professional interpreter. The internship provides further opportunity to apply classroom learning with practical application of interpreting skills in authentic contexts by having students take on increasing responsibility for the interpreting process as the internship progresses. Ethical, collegial and reflective practices are a strong component and underpin the internship experience.

In the fourth year, students continue scaffolding and integrating their acquired learning. They are provided with many simulated and authentic opportunities to apply interpreting theory to professional practice. They learn with, from, and about each other within simulated environments so that peers can

apply theory to practice within a semi-authentic and safe learning environment. The Interpreting Interaction: IPE course supports application of critical thinking skills while students work with a peer interpreter, and peers of other programs. Students assess the demands of contextual factors in order to support a meaning-based interpretation and have the opportunity to reflect on their own, and others' participation and contributions to teamwork. Students also apply critical thinking and decision-making skills with a peer to interpret interactions by assessing complex contextual factors and demands in order to support a meaning-based interpretation through courses such as Interpreting IV, Interpreting and Technology, and Interpreting Practicum II.

In the Situated Learning: Interpreting Collaborations course, students are provided with opportunities to critically assess their formative live interpreting attempts through feedback from peers, interlocutors, faculty, and through self-monitoring supporting the necessary qualities and transferable skills for employment, and community involvement. Research in Interpreting Studies provides the opportunity to investigate and analyze perspectives and methods that are central to current research within the field of interpreting. This course supports the concept of having students manage their own learning through the exploration of areas interpreting research that are of interest to the student possibly leading to options/avenues for further study.

Throughout the program, emphasis is placed on the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics. The degree will also well position students to write the AVLIC Written Test of Knowledge, WTK which is the first step in AVLIC's Certification process.

2.6   Awareness of Limits of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.

Throughout the four years of the degree program, students are challenged to identify and understand the limits to their own knowledge and ability. In most courses, they are provided with opportunities to critically assess their interpreting attempts and communication skills through feedback from peers, faculty, the Deaf community, field practicum supervisors and self-analysis. Self-reflection activities are integrated into courses so that students can appreciate the uncertainty inherent in interpretation situations and how it may influence their role. For example, in the Service Learning I course, students develop an essential knowledge base about different agencies and programs that serve the Deaf community. Paramount to this course and the program overall is students' ongoing reflections of their own agency as it may conflict or align with the goals of a marginalized cultural and linguistic minority community.

The second year of the program provides students with further information that informs their understanding of the limitations of their role from an ethical, skills based and health and wellness perspective. Students further examine their role within the Deaf community through Service Learning II, developing an understanding of how to act as an ally to address issues of systemic barriers and audism, as an agent of change.

In the third year, the Interpreting Practicum Seminar I course consists of both classroom instruction and a community practicum under the supervision of a professional interpreter. The course provides students with the experiential learning necessary to complement classroom learning and develop the critical thinking, interpersonal and technical skills required of a practice profession such as interpreting. Students develop an appreciation for the complexities and uncertainties of the work through observation and opportunities to interpret authentic consecutive and simultaneous interactions, where appropriate. Reflection, which informs practice, is a key element of this course. Students are encouraged to critically reflect upon and discuss their field education with Field practicum supervisors, interlocutors and faculty.

The internship between Years 3 and 4 provides opportunities for students to move from a passive observer role into an active role of service provision. While working alongside a professional interpreter, students critically assess the interpretations while out in the field, and analyze message equivalency within the bounds of contextual demands.

As student interpreters who are members of the Association of Visual Language Interpreters of Canada, students adhere to and are bound by the Code of Ethics and Guidelines for Professional Conduct. As such, while providing interpreting services during both interpreting practica, the internship, and through the Situated Learning: Interpreting Collaborations course, students critically examine both ethical and professional expectations in relation to the sociolinguistic demands of various contexts.

Building upon their theoretical understanding of the Code of Ethics and Guidelines for Professional Conduct, and interpreting theories, students are able to conceptualize and realize the demands of the profession, as well as their own abilities and limitations. Praxis and the ability to critically examine their own work is provided throughout the program, progressing from artificial contexts such as labs and recorded interactions to role-plays of live interactions with actors in labs, to simulations in labs with inter-professional cohorts, to authentic contexts with real interlocutors. Students' progression from artificially controlled environments to authentic interpreting opportunities is supported by critical examination of the field through the second research course offered in Semester 7 and serves to advance an awareness of the complexities of discourse. As such, students critically examine their own abilities to create a professional portfolio that includes areas of future development, self-care and business development.

Semester 8 culminates with students providing direct interpreting service through the situated Learning: Interpreting Collaborations. Self-assessment, peer, faculty and interlocutor feedback provide the necessary considerations for reflecting upon their ongoing interpreting, and ethical development as a practice professional.

Section 3: Admission, Promotion and Graduation

3.1 Admission Requirements for Direct Entry

Admission to all George Brown programs require that applicants have the minimum admission requirements set by the Ministry of Training Colleges and Universities under system eligibility requirements within the Minister's Binding Policy Directive for Admissions Criteria. This Policy Directive applies to college baccalaureate degree programs.

With reference to PEQAB guidelines, "Direct Entry" is defined as admission into the first year of the program. George Brown's policies specify that its degree programs have the following basic admission requirements:

- An Ontario Secondary School Diploma
- Minimum average of 65% in:
  - six university or university/college (M) courses at Grade 12 level; and
  - any additional requirements as programs require per the college calendar
- Students from outside the province of Ontario must have the equivalent as outlined in the Office of the Registrar policies (reference 9.1).

The direct entry admission requirements specific to the proposed degree program:

Direct Entry Program Admission Requirements	
Academic Requirements	**Admission requirement is an Ontario Secondary School Diploma (OSSD) or equivalent, with:** • Six (6) Grade 12 University (U) or University/College (M) courses or equivalent with a combined average of 65% or above. • English, Grade 12 (U) with a grade of 65 or higher. Subject to completion, applicants may be required to have grades/averages above the minimum. • Grade 11 University (U) or University/College (M) or Grade 12 Mathematics or Science
Other Requirements	200 hours of American Sign Language (ASL) instruction (or equivalent). ASL screening will be required to determine appropriate level of ASL skills for entry into program.

3.1.1 Direct Entry – Other Admission Requirements

English language proficiency is essential. For domestic applicants, the College will evaluate whether or not the applicants meets the English requirement for the program (Grade 12 U – 65%) based on an evaluated transcript (e.g. from USA or UK, where there is an equivalency), or based on one of the Requirements listed in the chart below.

If applicants have international transcripts, they must provide proof as outlined in the chart below. If applicants with international transcripts cannot supply results of English proficiency tests, they must test at the College's English Proficiency Requirements level to be accepted. The English Proficiency Requirements for George Brown degree programs:

English Proficiency Requirements	
Proficiency Assessment	**Requirement**
GBC IEP:	Level 9
TOEFL:	Paper: 580 Online: 92 (Overall) / 22 (each skill band) Computer: 237
IELTS – Academic:	6.5 (Overall) / 6.0 (each skill band)
MELAB:	85
CAEL:	70 Overall (writing 60)

3.2   Admission Policies and Procedures for Mature Students

George Brown College follows the definition of mature students outlined by PEQAB: "Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enrol." [2] Mature students who do not have an OSSD or equivalent and may be considered for degree programs if they:

- Can present tangible evidence of ability to cope with the program at George Brown College.
- Possess the program prerequisite subject requirements
  - English at Grade 12 U
  - Senior level Mathematics credits are still required
- 200 hours of American Sign Language (ASL) instruction (or equivalent). ASL screening will be required to determine appropriate level of ASL skills for entry into program.

George Brown reserves the right to ask that mature student applicants possess the minimum prerequisite subject requirements at the level indicated for the program at George Brown. Subject to competition, candidates may be required to present averages above the minimum.

To support their application, applicants should submit a letter outlining:
- why they have chosen this program
- career ambitions/career goals
- past work experience

---

[2] PEQAB Handbook, p. 18, footnote 6.

Please refer to Section 16 – Policies file for George Brown's policies and procedures pertaining to the admission of mature students.

3.3   Promotion and Graduation Requirements

3.3.1   Grading System

The grade points assigned to a course are the product of the value of the letter grade ("A" through "F" only) and the course credit. A grade point average (GPA) is the sum of the course grade points for all courses divided by the sum of the course credits. Courses completed with special symbol grades or exemptions are not included in the grade point averaging process, which is an arithmetic calculation. The record of all courses taken and their status, including exemptions, is called the Cumulative Academic Record.

Grades, grade point values, letter grades, and percentage scores in courses will be related to one another as shown below. The College employs criterion referenced grading: the grades are based on the student's ability to meet the outcomes of the course.

College Grading System			
Percentage	Grade	GPA Value	Comments
99 – 100	A+	4.0	"A" Range = GPA 4.0
86 – 89	A	4.0	Consistently exceeds (course) requirements; shows evidence of
80 – 85	A-	3.7	being well-organized; shows original and creative thinking and a superior grasp of subject matter.
77 – 79	B+	3.3	"B" Range = GPA 3.0
73 – 76	B	3.0	Shows consistent performance and evidence of being well-
70 – 72	B-	2.7	organized, shows elements of original and creative thinking; has a strong grasp of subject matter.
67 – 69	C+	2.3	"C" Range = GPA 2.0
63 – 66	C	2.0	Applies the subject matter appropriately; comprehends the
60 – 62	C-	1.7	subject matter.
57 – 59	D+	1.3	"D" Range = GPA 1.0
50 – 56	D	1.0	The student inconsistently applies and communicates knowledge of the subject matter.
00 – 49	F	0.0	"F" Range = GPA 0.0 The student fails to apply and communicate an understanding of the subject matter.

Please refer to Section 16 – Policies file for George Brown's policies and procedures related to grading and the GPA calculation.

3.3.2   Promotion and Graduation

Students are required to pass all courses prescribed for their program of study (diploma or degree), except where an Advanced Standing credit has been awarded. Included in Pass are the letter grades "A" to "D" and all special grading symbols indicating successful completion of the stated objectives of any course, such as Attended – Non-granted (ATT), Passed (P), Pass by Aegrotat (AEG), and Complete (CM).

Please refer to Section 16 – Policies file for George Brown's policies and procedures pertaining to the level of achievement required of students in the program for promotion within the program and for graduation.

3.3.3   Remediation, Sanctions and Suspensions

Students will be considered to be In Good Standing when they pass all courses, and have a term grade point average (TGPA) equal to or above 2.30. George Brown College provides supports and fair opportunities for students to achieve minimum requirements to progress through the program while maintaining standards of the credential level.

All failing grades are reviewed by the program Chair and the Promotion Committee Chair before submission to the Registrar. Students who fail one or more courses in any term will have their records assessed by a program Promotion Committee, which will determine their status and the conditions under which they may continue. Students who fail a course in their declared program of study will have to repeat the course. With approval from the Program Chair, students may repeat courses a maximum of two times.

Students who fail one or more courses or obtain a TGPA below 1.70/2.30 will be placed on probation and may register again only under the conditions set by the Promotion Committee. Students will be given every reasonable opportunity to continue and complete their studies.

Please refer to Section 16 – Policies for more detailed information of the College's policies and procedures related to academic remediation, sanctions and suspension.

3.4   Advanced Standing Policies and Requirements

3.4.1   Credit Transfer/Recognition

Policies and practices pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering) ensure that the degree level standard and program learning outcomes are met.

Please refer to Section 16 – Policies for the College's current policies and procedures related to exemptions and advanced standing in degree programs.

3.4.2   Prior Learning Assessment and Recognition

In 2011, George Brown College identified the need for a program-by-program audit to better understand the current Prior Learning Assessment and Recognition (PLAR) process, including the barriers and challenges of supporting students through PLAR. The audit, which is nearing completion, included reviews of the administrative processes, procedures and forms as well as interviews with program staff as to logistical challenges facing both faculty and students. Through research of promising practices in other jurisdictions, the College is identifying tools and assessments that may support more seamless PLAR, and may also address the creation of program-specific tools in key programs where PLAR is in high demand.

Please refer to Section 16 – Policies for the College's current policies and procedures related to prior learning assessment and recognition.

3.5   Advanced Standing – Degree Completion Arrangements

George Brown is in stakeholder consultation regarding the development of two bridge pathways into the degree program:

1. **Diploma to Degree – Advanced Standing Pathway:**
   Since George Brown offers the only Ontario post-secondary diploma program in this field, its ASL-English Interpreter three-year diploma is currently considered an employer standard for new hires. As detailed in Section 13 – Economic Need, employer and industry consultations conducted over the last three years strongly indicate the need for this standard to be raised to a degree credential.

   The trend toward a degree credential is not limited to Sign Language Interpreters; employers are increasingly expecting language interpretation professionals, whether between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL) to have a baccalaureate. A degree is recognized as providing interpreters with the curriculum necessary to develop the critical thinking skills needed to appreciate the intricacies of both languages. With an increasing number of Deaf and hard of hearing persons gaining access to post-secondary education, pursuing careers in a wide range of professions, and attaining higher positions in respect to career and work, the requirements for sign language interpretation are also becoming more sophisticated, often requiring translation of advanced and complex concepts.

   Given the employer and industry need for a baccalaureate program, George Brown College has made the strategic decision to sunset the ASL English Interpreter diploma program (AEIP) when the degree program is launched. Based on all our discussions and feedback received to date, the transition from diploma to degree has the full support of the community and profession it serves.

   George Brown College will continue to offer the AEIP three-year diploma until the proposed degree program is approved and launched. Once the degree program begins, admission into the diploma will be suspended. Existing diploma students will have an opportunity to transfer into the degree program after completion of the second year of the diploma or continue in the diploma program until they graduate.

   While a detailed gap analysis is still being conducted, it is anticipated that diploma students who apply for advanced standing into the degree after second year will be required to take a bridge semester before they enter Semester 5 of the degree program. This bridge semester will include, at a minimum:
   - Introduction to Research Methods
   - Lower level Liberal Studies course
   - At least two degree courses (to be identified) from the lower level.

2. **Degree Completion Pathway:**
   Graduates of the ASL English Interpreter advanced diploma program will have access to a degree completion pathway. George Brown College is currently working with stakeholders and curriculum specialists to determine the number of eligible credits toward entry into the degree. Until a pathway is developed and approved through the College's internal processes, the required bridge courses will be determined on a case-by-case basis.

Section 4: Program Content

4.1 Overview of Program Content

George Brown College followed a thorough process to design and structure the program to meet the Postsecondary Education Quality Assessment Board (PEQAB) standards as well as create viable pathways for graduates toward employment, engaging in further academic studies and attaining industry certification.

4.1.1 Curriculum Development

The College formed a program team with members involved at various stages of the three-year planning, development, and internal approval processes. Key team members include:

Team Member	Credential or Position
Phyllis Vazquez	M.A. (Language Acquisition and Linguistics)
Corene Kennedy	M.Ed. (Educational Studies), COI
Rhondda Reynolds	M.Ed. (Educational Studies), COI
Nancy Blanchard	M.Sc. (Deaf Education)
Georgia Quartaro	Ph.D. Psychology (Clinical/Counselling)
Jean Choi	Ph.D. Experimental Psychology, Chair, School of Liberal Arts and Sciences
Gary Kapelus	Chair, Academic Services & Student Affairs
Anne Van De Velde	Curriculum Specialist, Office of Academic Excellence, George Brown College
Sandra Neill	Curriculum Specialist, Office of Academic Excellence, George Brown College

The curriculum design process included reviewing Interpretation programs and benchmarks in the field, with specific emphasis on the Bachelor of Arts – Interpretation (BAI) offered by Gallaudet University in Washington, DC.

4.1.2 Program Structure and Map

A program map was developed with courses focused on seven areas of learning:

1. Language and Culture
2. Field Fundamentals
3. Interpreting Skills
4. Research Methods/Trends
5. Ethics and Professionalism
6. Breadth Electives
7. Field and Community Experience

The program includes eight liberal studies electives with the breadth component equating to 20% of the overall curriculum hours. It also includes one 14-week internship and several practicum and service learning opportunities.

Program Map – George Brown College's Bachelor of Interpretation (American Sign Language – English)

Sem	Language and Culture	Field Fundamentals	Interpreting Skills	Research Methods/Trends	Ethics and Professionalism	Breadth Electives	Field and Community Experience
1	Sociolinguistics for interpreter students (42) American Sign Language I (70) Deaf Studies (28)	Introduction to the Interpreting Profession (28)				Liberal Studies Elective 1	
2	American Sign Language II (70) Cross-cultural Interaction (28)		English Processing skills (28) ASL Processing Skills (28)			Liberal Studies Elective 2	
3	American Sign Language III (56)	Health and Wellness (28)		Introduction to Research (42)	Values, Ethics and Professional Practice (28)	Liberal Studies Elective 3	Service Learning I 1-day a week – Service Learning in Deaf Community
4	American Sign Language IV (56)	Interpreting Essentials (28)	Interpreting I (42) Introduction to Translation & Discourse Analysis (28)			Liberal Studies Elective 4	Service Learning II 1-day a week – Service Learning in Deaf Community
5	American Sign Language V (56)		Interpreting II (42) Interpreting Interaction: Community I (56)			Liberal Studies Elective 5	Interpreting Practicum Seminar I 1-day a week – Practicum with professional interpreter
6	Dynamics in the Deaf Community: Contrastive Analysis (28)		Interpreting III (42) Interpreting Interaction: Community II (56) Translation and Discourse Analysis II (28)			Liberal Studies Elective 6	
	Work Placement (spring and summer semester) March – July – Mandatory 14-week Internship						
7	American Sign Language VI (42)		Interpreting IV (56) Interpreting Interaction: IPE (42)	Research in Interpreting Studies (42)		Liberal Studies Elective 7	
8		Business Basics for Entrepreneurs (28) Interpreting and Technology (28)	Situated Learning: Interpreting Collaborations (56)			Liberal Studies Elective 8	Interpreting Practicum Seminar II 1-day a week – Practicum with professional interpreter

4.1.3   Bridge Pathways

Employer and industry consultations conducted over the last three years strongly indicated the need for George Brown to develop a deliver a degree program. The full economic need for moving from a diploma to a degree offering is outlined in Section 13 of this application. The impact of moving from a diploma offering to a degree program will necessitate the development of two degree completion pathways:

1. **Diploma to Degree – Advanced Standing Pathway:**
    George Brown College will continue to offer the AEIP three-year diploma until the proposed degree program is approved and launched. Once the degree program begins, admission into the diploma will be suspended. Existing diploma students will have an opportunity to transfer into the degree program after completion of the second year of the diploma or continue in the diploma program until they graduate.

    While a detailed gap analysis is still being conducted, it is anticipated that diploma students who apply for advanced standing into the degree after second year will be required to take a bridge semester before they enter Semester 5 of the degree program. This bridge semester will include, at a minimum:
    *   Introduction to Research Methods
    *   Lower level Liberal Studies course
    *   At least two degree courses (to be identified) from the lower level.

2. **Degree Completion Pathway:**
    Graduates of the ASL English Interpreter advanced diploma program will have access to a degree completion pathway. George Brown College is currently working with stakeholders and curriculum specialists to determine the number of eligible credits toward entry into the degree. Until a pathway is developed and approved through the College's internal processes, the required bridge courses will be determined on a case-by-case basis.

4.1.4   Program and Curriculum Development

In developing the program map and structure, the College's program development team consulted with external resources familiar with developing degree-level programs in signed-spoken language interpretation:

1. George Brown conducted a two-day site visit at Gallaudet University to discuss the proposed program with Gallaudet faculty and administrators. Gallaudet is only university in the world that has B.A., M.A. and Ph.D. programs with a focus on signed-spoken language interpretation. It is viewed as a primary resource for programs to Deaf people, including educational and career opportunities, open communication and visual learning, Deaf history and culture, and American Sign Language. Please refer to Section 7 for Gallaudet University's letter of support for the proposed program.

2. George Brown held focus groups and meetings with a range of stakeholders, with representation including Ontario Interpreter Services, the Association of Visual Language Interpreters of Canada (AVLIC), Glendon College/York University, Gallaudet University faculty, Teaching Interpreting Educators and Mentors (TIEM) Center, faculty from Berkeley and San Francisco Universities, and several interpreters working throughout the GTA.

3. A formal presentation of the proposed degree program was made at the Global Awakening: Leading Practices in Interpreting (Critical Link 7) Conference hosted by Glendon College/York University, in June 2013. Critical Link International is a non-profit organization committed to the advancement of the field of community interpreting in the social, legal, and health care sectors. The Critical Link network began in 1992 in Canada when Brian Harris, at the University of Ottawa, with the encouragement and support of Geoffrey Kingscott of Language International, gathered together a group of people working in the field to organize the first international conference on community interpreting.

Critical Link is a significant forum to discuss program development and curriculum; conference attendees were professors who teach interpreting, or who conduct research in interpreting. During the presentation and reception afterward, feedback on the proposed degree and course mapping was provided to George Brown presenters.

4.1.5 Curriculum Review

Dr. Debra Russell, in the role of an independent external consultant, agreed to review the proposed program's curriculum. Dr. Russell's current position is Director, Western Canadian Centre of Deaf Studies, at the University of Alberta. She has a background in the study of American Sign Language – English interpretation, signed language research, and issues of language acquisition for Deaf children in mediated instructional environments. Her current research projects include learning about the preparation strategies that sign language interpreters use to prepare for classroom interpreting and how it impacts their interpreting performance; and, an explorative case study of linguistic strategies and decisions made by two Deaf/non-Deaf teams of interpreters working at an international congress.

Dr. Russell provided the following statement in her letter of support related to her review of George Brown's proposed degree curriculum:

> It is clear from the documentation that you and your team have conducted a thorough review of existing BA programs in North America, and considered the best elements to construct what will be Canada's first BA degree program in interpreting. I appreciate the constructive approach that George Brown College has taken to gathering information, preparing drafts, seeking input from Deaf community members, interpreter educators, alumni of your program, current students, and working interpreters. It can be challenging to work through multiple perspectives, and the resulting proposal represents a wonderful balance in addressing the concerns and needs of the Deaf community and interpreting profession, and creating a program is built on solid research and best practices in the field of signed language interpretation.

Please refer to Section 7 – Credential Recognition for Dr. Russell's full letter of support.

4.1.6 Feedback from University Programs

Program information was sent to American universities that offer Master's degrees related to Interpretation. To date, representatives from the following universities have provided written support for the program and indicated that graduates would be welcomed applicants to their Master's program:

University	Programs
Gallaudet University	Master of Arts in Sign Language Teaching Master of Arts in Deaf Studies
Western Oregon University	Master of Arts, Interpreting Studies

In addition, Glendon College/York University indicated interest in working with George Brown to explore possible future collaboration related to its new Graduate program that offers specialization in court, healthcare and conference interpreting.

Please refer to Section 7 – Credential Recognition for the Letters of Support.

4.1.7   Feedback from Industry and Employers

Industry representatives provided feedback on the program map and draft curriculum through the existing Program Advisory Committee and stakeholder focus groups. Letters of Support from employers and industry associations are included in Section 7 – Credential Recognition.

4.1.8   Liberal Studies Electives and Breadth Requirement

In 2012-13, the College's Chair, School of Liberal Arts and Sciences conducted an assessment of the overall structure and distribution of breadth courses offered by the College. Actions taken from this review include:

- All liberal studies electives are now distinguished as either lower level or upper level courses, as denoted by their numerical coding; i.e., Lower level: 12xx, versus Upper level: 13xx.

- Lower level courses comprise surveys of the prevailing theoretical perspectives, and the topics, themes and concepts within a discipline. The lower level electives form the foundational survey knowledge and introduce students to the key concepts in subjects such as psychology, sociology, philosophy, art history, and environmental science.

- Upper level courses explore specific topics in greater depth than the lower level courses, and often from an interdisciplinary perspective. Students must apply their foundational knowledge to critically evaluate the complexities of specific topic areas, issues and theoretical frameworks to a greater degree. Examination of significant themes and theoretical frameworks requires greater depth of evaluative analyses as demonstrated by the demands of the reading assignments and written assessments, relative to lower level courses.

- Both levels are rigorous, consisting of comprehension and critical analyses of the prevailing theoretical frameworks within the discipline area, with strong emphasis on written assessments that demonstrate clear, coherent arguments.

Courses offerings are rotated, with different combinations of breadth offerings in the Fall, Winter and Spring/Summer semesters to offer students maximum choice. Current development of liberal studies courses is focused on increasing the number of upper level liberal studies electives.

George Brown College has also implemented a strategy for ensuring collaboration and promoting awareness among degree programs and faculty teaching liberal studies electives:

- An internal Degree Operating Group provides a forum for communication among all administrators associated with degrees at the College. Here, issues and topics associated with degrees are discussed at a college level. These meetings assist in greater cohesion and coordination of degree-related meetings at the division, school and program levels.

- Bi-annual meetings among all faculty teaching program and elective degree courses incorporate the following:

  - Pre-planning of each meeting consist of sharing information electronically beforehand to develop agenda items and exchange of relevant documents.
  - Meetings consist of faculty working together in mixed (program and elective) small groups, as well as within a larger group.
  - Each meeting focuses on particular issues associated with degree teaching, such as student workload, assessments, challenges, best practices, etc.
  - Discussions include promoting awareness of the purpose and value of the breadth benchmark and liberal studies courses.

4.2   Program Advisory Committee

George Brown's School of Deaf and Deafblind Studies has an established Program Advisory Committee (PAC) that advises on the ASL-English Interpreter and ASL and Deaf Studies programs:

1. **C110 – American Sign Language – English Interpreter Program:** This three-year advanced diploma was launched in 1999. The program emphasizes skills in English, ASL, translation and interpretation, and knowledge of Deaf culture. Students take many of their classes in American Sign Language and do a substantial amount of their class work in George Brown's on-site language laboratory. Students also complete community-based placements which include working with interpreters and with Deaf mentors.

2. **C114 – American Sign Language and Deaf Studies Program:** This one-year certificate program was also launched in 1999. The program provides students with intensive training in American Sign Language and English. It is designed for students who are considering entry into a Sign Language Interpreter program, or want to integrate American Sign Language into their career or personal skill sets.

The PAC has been influential in its guidance and support related to this degree application. Members have been involved in discussions for over three years and have provided strategic input throughout the concept, design and curriculum development stages of the program.

4.2.1 Program Advisory Committee – Industry Membership

Name (Position/title)	Organization	Related Credentials (Academic & Industry)	Professional Affiliations (Memberships)
Dean Walker (PAC Chair) Executive Director	Ontario Association of the Deaf	**Postsecondary credentials:** – To be confirmed **Industry credentials:** – To be confirmed	– Ontario Deaf Sports Association (27 years) – Canadian Deaf Sports Association (23 years) – Ontario Cultural Society of the Deaf (20 years) – Canadian Cultural Society of the Deaf (16 years) – Ontario Association of the Deaf (30 years) – Canadian Hearing Society (5 years)
Marnie Janoschak-Quinlan ASL – English Interpreter	Freelance ASL – English Interpreter	**Postsecondary credentials:** – American Sign Language – English Interpretation Program (AEIP) **Industry credentials:** – Ontario Interpreting Services (OIS) – Ministry of Attorney General (for legal interpreting in courts) (MAG)	– Association of Visual Language Interpreters of Canada (AVLIC) – Interpreters (OASLI)
Kelly MacKenzie Executive Director	Silent Voice	**Postsecondary credentials:** – Interpreter Training Program GMCC – B.A. **Industry credentials:** – Ontario Interpreting Services (OIS)	– Association of Visual Language Interpreters of Canada (AVLIC)
Sally Scheel Program Manager, Interpreting Standards and Professional Development – Ontario Interpreting Services (OIS) Provincial	Ontario Interpreting Services (OIS) and CART Canadian Hearing Society	**Postsecondary credentials:** **Industry credentials**	Subscriber: AVLIC, OASLI, SLINC, OAD, WAVLI, WASLI
Sean Power ASL – English	Ontario Association of Sign Language Interpreters (OASLI)	**Postsecondary credentials:** – American Sign Language – English	– Association of Visual Language Interpreters of Canada (AVLIC)

Name (Position/title)	Organization	Related Credentials (Academic & Industry)	Professional Affiliations (Memberships)
Interpreter		Interpretation Program (AEIP) **Industry credentials:** − Certificate of Interpretation (COI) − Ontario Interpreting Services (OIS) − Ministry of Attorney General (MAG) − Public Works and Government Services Canada (PWGSC)	− Interpreters (OASLI)
Amanda Weingarten (George Brown Alumni) ASL – English Interpreter	Freelance ASL – English Interpreter	**Postsecondary credentials:** − ASL-English Interpreter Advanced Diploma − BA (Honours) Anthropology, York University	− Association of Visual Language Interpreters of Canada (AVLIC) − Canadian Association of the Deaf (CAD) − Ontario Association of Sign Language Interpreters (OASLI) − Ontario Association of the Deaf (OAD)
Cheryl Wilson Program Director	Ontario Interpreting Services (OIS) and CART, Provincial Canadian Hearing Society		Subscriber: AVLIC, OASLI, SLINC, OAD, WAVLI, WASLI
Cheryl Zinszer Superintendent	Provincial Schools Branch	**Postsecondary credentials:** − M.Ed. − Ontario College of Teachers − B.A. **Industry credentials:** − Special Education Specialist − Teacher of the Deaf Specialist	− Council For Exceptional Children (CEC) − Ontario Council of Administrators in Special Education (OCASE) − Ontario Public Supervisory Officers Association (OPSOA) − Ontario Association of the Deaf(OAD) − Canadian Hearing Society (CHS)

Minutes – May 7, 2013

Program Advisory Committee (PAC)
School of Deaf and Deafblind Studies

American Sign Language – English Interpreter Programs

Attendees:
Dean Walker (Chair)	Executive Director, Ontario Association of the Deaf
Tammy Care	Staff Interpreter, Provincial Schools (on behalf of Cheryl Zinszer)
Kelly MacKenzie	Executive Director, Silent Voice
Sally Palusci	Program Manager, Interpreting Standards and Professional Development, OIS, Canadian Hearing Society
Sean Power	OASLI Representative
Amanda Weingarten	Alumni, ASL - English Interpreter Program
Cynthia Carey	George Brown College – Manager, Deaf & Hard of Hearing Services
Patricia Chorney-Rubin	George Brown College – Director, Community Services and Health Sciences
Judy Ercolino	George Brown College – Professor
Corene Kennedy	George Brown College – Professor
Wayne Nicholson	George Brown College – Professor
Rhondda Reynolds	George Brown College – Professor
Nancy Travis-Blanchard	George Brown College – Professor
Phyllis Vazquez	George Brown College – Coordinator
Kara Manovich	George Brown College – Meeting Notetaker
Elizabeth Reid	Degree Project Resource

Regrets:
Marnie Janoschak	OASLI Representative
Cheryl Wilson	OIS Provincial Coordinator
Cheryl Zinszer	Superintendent, Provincial Schools Branch

Interpreters: Bonnie-Lyn Barker and Monique LeDrew

---

1. **Welcome and Introductions**

   On behalf of Chair Dean Walker who was delayed, Phyllis Vazquez welcomed everyone to the meeting and introductions were made.

2. **Previous Meeting Minutes**

   Minutes from the January 25, 2012 meeting were reviewed. Two corrections were noted:
   - Lakeland College does not have a Deaf Interpreter program.

- The minutes should include the motion that was unanimously supported to develop a George Brown College degree program – Bachelor of ASL-English Interpreter.

3. Update: C110 American Sign Language – English Interpreter Advanced Diploma Program

The fall 2013 enrolment target is 31 students, which is a consistent target for the program. To date, 24 applicants have passed the screening test on the first attempt, which is a record high. The current level of applications indicates the program may be waitlisted.

There are a few applicants who require extra ASL practice. Some of these applicants have not taken the C114 ASL and Deaf Studies certificate program, while some have had community exposure (a deaf parent, etc.) but no academic component. The School offers a 7-week bridging course designed specifically for applicants who do not have the required ASL skill level to enter the C110 program. The course allows them to further develop their ASL skills and then re-screen in June. If the re-screen is successful, the applicants are accepted into the C110 program.

Approximately 22 students are returning for second year and an estimated 20 students are moving into third year. Most first-year students are currently on ASL placements which are going well. Placements after the first year are with Interpreters and are often harder to secure, but the program has been creative in finding opportunities.

The third year students are very good and motivated to go above and beyond program requirements. The School is pleased to have such a strong cohort and our industry partners who have provided placements have also expressed satisfaction with their work.

Eight students will graduate on June 11, 2013. The keynote speaker will be Chris Kenopic, President of the Canadian Hearing Society. He will be the School's first Deaf keynote speaker.

Professor Wayne Nicholson is teaching a new, non-credit, 7-week course that focuses on enriching ASL vocabulary. The course includes general English text and students learn how to do interpretations of the vocabulary. Any student or alumni from the C110 program is invited to attend; the class is held on Mondays from 9am-12pm.

4. C110 Program Partnerships

Professors Rhondda Reynolds and Corene Kennedy provided the committee with an update on C110 program partnerships:

- **GBC Nursing Program:** Students from the C110 program visit GBC's nursing facilities, which closely mimic a real hospital. A deaf person participates in a simulated medical scenario which the C110 students interpret for the nursing students. It is a safe environment for both student groups to learn, while providing very realistic and practical experience.

- **Royal Ontario Museum (ROM):** This is the third year of the ROM partnership. Student interpreters are provided for a ROM tour on the first Thursday of every month. There are two years left on the contract with the ROM; renewal discussions will take place at that time.

- **Casa Loma/City of Toronto:** This is a new partnership. Casa Loma doesn't currently have monthly tours, but is very interested in the progress being made by the ROM to reduce barriers and wants to undertake a similar initiative.

- **University Health Network**: This is a new informal partnership that is being developed. Currently, students visit the hospital environment for 3-hour sessions to experience firsthand how Interpreters interact with patients, doctors, etc. Students conduct these sessions in pairs, observe medical situations, complete an environmental assessment, and also discuss the experience in class.

- **Mayfest 2013:** Second-year students will participate in Mayfest, an event sponsored by the Ontario Association of the Deaf. Students will be paired with parents of deaf children. Professors Rhondda Reynolds and Corene Kennedy will monitor the interactions and provide support as required. Parents will be asked to complete a feedback form on the experience.

5. C114 ASL and Deaf Studies Certificate Program

C114 is a one-year program that teaches conversational ASL and provides immersion into Deaf culture. This is a very popular program that fills every year; it is already fully subscribed for fall 2013. An increasing number of family members are taking the program (e.g. sisters and brothers with deaf siblings, or parents with deaf children). The program has 80 students (4 sections of 20). Each year, approximately 25 graduates continue into the C110 diploma program.

6. Proposed Degree: Bachelor of American Sign Language – English Interpreter

Canada currently does not have any degree programs in ASL - English interpreting. The Accessibility for Ontarians with Disabilities Act (AODA) is increasing the demand for Interpreters and for Interpreters with a higher skill level. The School's application for a degree program has received internal College approval, including approval by the Board of Governors.

It was agreed that post-secondary institutions are the right place to train Interpreters; organizations such as the Canadian Hearing Society were not established for this role. Several letters of support have been secured from community agencies, employer organizations and other educational institutions.

A focus group of stakeholders was conducted recently to review draft learning outcomes and the 4-year academic program map. Feedback from the focus group is being incorporated into the program structure to ensure students have the requisite critical thinking skills and that barriers are reduced for deaf students to take the program.

Discussions with industry and key stakeholders will continue. The School is starting to draft course outlines which will be included in the application being submitted to the Post-secondary Education Quality Assessment Board (PEQAB) which reviews applications on behalf of the Ministry of Training, Colleges and Universities (MTCU). The review and approval process takes time, with the earliest launch for a degree program estimated as fall 2015.

The PAC discussed the proposed degree program with the key discussion areas as follows:

- **Need for the Program:**
  - It was noted that the degree is important to serve Ontario's need for more Interpreters and also to keep students in Canada if they want to learn ASL – English interpretation.

  - The committee agreed that even if some of program graduates do not become Interpreters, the degree credential will have a positive impact on serving the Deaf community.

- **General Admission Requirements:**
  - Applicants from high school will need to have university preparation level courses. They will also be screened for their ASL skills. The level of ASL skill required is still under discussion.

  - A proficiency interview process which tests conversational skill is a potential requirement for admission. L1 (first language) will need to be stronger than the current diploma requirements; the School is still working to determine the level to be required for admission.

- **Admission of Deaf Applicants:**
  - Current MTCU program standards for the diploma program required spoken English, which is a barrier for potential deaf students. When the degree program is launched, George Brown will suspend the diploma program. Within this context, the School is developing degree program outcomes that support the enrolment of deaf students.

  - The program structure should accommodate applicants with ASL as a first language (L1). There are existing programs that can be used as models. Christopher Stone at Gallaudet University indicated that the applicants' L1 should not matter; the focus should be on having degree graduates with L1 and L2 skills at the same level.

  - The School is planning to launch a series of workshops for Deaf Interpreters in spring 2014. George Brown certificates of completion from the workshop series could be used in a portfolio for prior learning and recognition (PLAR) for application into the degree program, or for the Interpreter's professional development. It is estimated that of the 12 to 15 people per workshop intake, only 2 or 3 will use it for PLAR, with the majority taking the workshops for professional development.

  - Director Patricia Chorney-Rubin stressed that while the School is committed to delivering a workshop series, Deaf applicants to the degree program will still need to meet degree level admission requirements, and mature Deaf students would still have to meet mature student requirements.

- **Degree Completion Arrangements:**
  - George Brown College intends to phase out the 3-year diploma program when the degree is introduced. There are plans to develop a pathway for diploma graduates to enter Year 3 of the degree. Diploma graduates who apply to this pathway will have to meet admission requirements (still to be defined). They will also be required to have the equivalent of 8 liberal studies breadth courses completed upon graduation from the degree.

- It was noted that Interpreters who are working in the field may still require training related to running their business. Semester 8 of the degree program will include an Entrepreneurial Skills course for Interpreters.

- **Practical Skills (Strengthening and Assessing):**
  - The program outcomes will assist in measuring a graduate's academic progress; it is important that the actual skill sets, such as interpreting skills, be assessed and measured. The program needs to integrate assessment methods for practical skills and abilities, which can vary greatly among students.

  - There will be a "boot camp" focused on practical skills. If students don't meet specific skill levels, they will be required to participate in the boot camp to increase their skill levels before entering the next level. This boot camp will be offered between each year of the degree.

- **Faculty Credential Requirements:**
  - MTCU requires that 50% of the faculty teaching the core program have a doctorate. George Brown College will be recruiting professors with PhDs to teach in Toronto or teach remotely via video conferencing. The program budget is being developed to include costs associated with using faculty with doctorate credentials.

- **Structure and Content of Proposed Degree Program:**
  - The committee reviewed the draft program outcomes. *(Refer to the Appendix to these minutes).* There are 9 outcomes created based on the 6 categories of requirements.

  - The committee's consensus is that the draft outcomes appear appropriate for this stage of development. Committee members would like further opportunities to review and provide feedback on the program outcomes and map as development progresses.

  - Interpreters, especially those working in the GTA, must respect diversity and that people may be of a minority culture as well as deaf. Deaf culture is important, as is an understanding of the overall multicultural context. Interpreters must respect their client's heritage and appreciate how best to work within their communities.

  - Deaf people span a broad and diverse range of culture and backgrounds. The inclusion of several liberal studies or "breadth" courses in the degree will lead toward a well-rounded set of skills. They will help students develop a better sense of who they are and to respond to diverse communities, diverse sexualities, etc.

  - An important quality for Interpreters is that they don't apply personal biases. For example, if a Deaf client swears, the Interpreter should not refuse to interpret the swearing. Or, if interpreting for a rape victim, an Interpreter who is uncomfortable with the situation may not correctly interpret the situation. The degree program must emphasize that Interpreters need to get past their own beliefs, and not to be the focus of the situation.

  - Amanda Weingarten, a committee member graduated from the diploma program, commented that the School's training does ingrain in the students that Interpreters must put aside their own beliefs and be comfortable with accurately communicating what the Deaf client is saying.

- **Recruitment of Applicants:**
  - The committee discussed the large and growing demand for Interpreters, while post-secondary programs are not receiving a proportionate numbers of applicants. One reason is that training to become an ASL-English Interpreter is demanding. People are disappointed that it takes between 2-10 years to learn ASL proficiently.

  - Ideally, the education system should offer ASL earlier. This would facilitate a higher level of people having ASL skills before graduating from high school. There should also be more opportunities in the community that lead to better awareness of Deaf culture and ASL.

  - George Brown College is developing a general education course about Deaf culture, ASL, etc., that will be available to all students as an elective.

- **Supports for Interpreters working in the field:**
  - It was recognized hearing teachers who teach in a deaf program can experience burnout which can result in becoming a repressor. One way to address this is to make a commitment to providing and encouraging ongoing professional practice.

  - Interpreters need to do continual self-assessment and language work to guard against becoming oppressors. Practitioners (both hearing and deaf), need to be able to determine if an assignment is not right for them, a process that requires self-reflection and honesty.

7. Date of Next Meeting

To be determined.

Program Advisory Committee (PAC)
School of Deaf and Deafblind Studies

American Sign Language – English Interpreter Programs

Chair:
Dean Walker   Executive Director, Ontario Association of the Deaf

Present:

Amanda Weingarten   Alumni, ASL – English Interpreter Program, George Brown College
Tammy Care   Interpreter, Provincial Schools (replacing Cheryl Zinser – this time only)
Mike Cyr   Silent Voice (replacing Maureen Haan – for this time only)
Cheryl Wilson   OIS, Canadian Hearing Society
Stephanie Fauntauzzi   Student Representative, George Brown College
Ray Kisman   Alternate Student representative, George Brown College

Phyllis Beaton-Vazquez   Program Coordinator, Faculty, School of Deaf and Deaf Blind Studies,
                                             George Brown College
Wayne Nicholson   Faculty, School of Deaf and Deaf Blind Studies, George Brown College
Judy Ercolino   Coordinator, ASL and Deaf Studies Program, George Brown College
Rhonda Reynolds   Faculty, School of Deaf and Deaf Blind Studies, George Brown College
Corene Kennedy   Faculty, School of Deaf and Deaf Blind Studies, George Brown College
Nancy Travis Blanchard   Faculty, School of Deaf and Deaf Blind Studies, George Brown College
Anne Van De Velde   Curriculum Specialist, Academic Excellence, George Brown College
Cynthia Carey   Manager, Deaf & Hard of Hearing Services, George Brown College
Georgia Quartaro   Dean, General Education and Access, George Brown College
Maxine Laine   Chair - School of Social and Community Services and School of Deaf
                                             and Deaf Blind Studies, George Brown College
Patricia Chorney-Rubin   Director - School of Social and Community Services and School of Deaf
                                             and Deaf Blind Studies, George Brown College

Meeting Guests:
Johanna Contreras   Royal Ontario Museum (ROM) Representative
Cheryl Blackman   Royal Ontario Museum (ROM) Representative
Doris Van Den Brekel   Art Gallery of Ontario (AGO)AGO Representative
Anne Van De Velde   Program Review, George Brown College Office of Academic Excellence
Elizabeth Reid   Degree Project Resource

Note taker
Martin Pilar   George Brown College

Interpreters
Monique Bozzer
Bonnie-Lyn Barker

Regrets

Norman Ferguson	Deaf Interpreter, Canadian Hearing Society
Sally Palusci	OIS, Canadian Hearing Society
Sean Power	OASLI representative
Marnie Quinlan	OASLI representative
Nancie Anderson	York University

Approval of Minutes

The minutes of the last meeting were reviewed and a correction noted – the comment made relating to supervisors should be attributed to Cheryl Wilson, not Amanda Weingarten.

Presentation from the Art Gallery of Ontario (AGO) - Doris Van Den Brekel (Handout)

Doris Van Den Brekel met with Corene Kennedy last year to discuss the possibility of a partnership with George Brown College (GBC) with the goal of allowing student interpreters to work with AGO Gallery Guides to provide ASL interpreted tours and make the art experience accessible to more people in the community.

The AGO has several free access programs. These include a multisensory tour, held twice monthly, for those with vision loss; ASL tours offered once a month; "Art in the Moment" offered for individuals with Alzheimer's and their caregivers; and Community Access programs which are run on an ad hoc basis. These programs are designed to offer connections to the larger community.

The committee discussed ideas on how best to communicate to the Deaf Community and how to make the AGO's information more appealing. Discussion points included:

- For the AGO to attract Deaf people to attend its tours, there needs to be more awareness of these opportunities.

- The Ontario Association of the Deaf has a website where information can be posted and OAD can send out information to members. Also the Canadian Hearing Society has programs with ASL users and a place to advertise.

- There are TV monitors in the George Brown College lobby that show "are you deaf", repeated several times to students and faculty passing by. It is also captioned underneath. This is another possible venue to increase awareness of AGO tours.

Degree Program Update - Patricia Chorney-Rubin and Georgia Quartaro

Patricia Chorney Rubin noted that there is strong support from the PAC to proceed with a degree proposal. GBC will need to first go through an internal college process. Elizabeth Reid was introduced as a resource the College will use to work through the approval and application process.

The Committee discussed the Ministry of Training, Colleges and Universities (MTCU) requirement that at least 50% of the faculty teaching in a degree program has a terminal degree. Discussion points include:

- As the application develops, GBC will be looking to hire faculty at the Ph.D. Level. However, there are limited numbers of faculty who have a Ph.D. in Interpretation (ASL – English). GBC has already met with MTCU about this issue. MTCU was supportive of GBC continuing to explore offering a degree and recommended that GBC make a case that there is limited availability of PhD faculty in this field of study.

- Challenges in finding faculty with PhDs is that there aren't opportunities to receive a doctorate that is specific to American Sign Language and it's particularly challenging to find deaf people with Ph.Ds from relevant areas.

- The PAC indicated that there is also a shortage of interpreters with PhDs.

It was noted that offering a degree would attract qualified students who would not be interested in receiving a diploma credential.

Motion:	George Brown College should investigate offering a Bachelor of Interpretation (ASL – English) program
Moved by:	Cheryl Wilson
Seconded by:	Amanda Weingarten
Vote:	Passed Unanimously

In addition to endorsing the move toward offering a degree, the PAC identified its willingness to write a letter, signed by PAC Chair, to reinforce support for the degree which will provide increased opportunities for graduates and help formalize the skills, standards and requirements for the industry.

Royal Ontario Museum (ROM) Update (Accessibility at the ROM Handout)

Cheryl Blackman provided an overview of the ROM and its focus on accessibility; the Ministry has considers the ROM a model in accessibility. Its first ASL video podcast was done in 2006 in which a museum worker described her experience as a gemologist. The ROM's web presence continues to expand and has a very active Accessibility Committee.

In 2007, the ROM started tactical introductions in order for deaf blind persons to make connections and sensory experiences. For example, it has a six million year old meteorite and in June 2010, the ROM introduced its tactile tour program.

ASL interpreted tours are conducted on the first Thursday of every month and is creating Deaf-blind programming and piloting the Deaf-blind tour experience. It also provides an ASL interpreter to visitors on request. It currently places an emphasis on special exhibits with accessibility. Its Terra Cotta Warriors Exhibit catered to people with disabilities and the Mayan Exhibit has elements that cater to a diverse audience.

The ROM very interested in building relationships with GBC community, staff, faculty and the public at large. It welcomes feedback and looks forward to integrating it into its operations.

Program Review – Anne Van De Velde

All programs are mandated by MTCU to conduct a program review every five to seven years. The C110 and C110 and C114 will be reviewed this year. The review focuses on quality assurance and looks at whether the program is meeting student needs, delivering what's promised, maintains currency, and meets employers' needs.

Data is obtained from surveys of students, faculty and the PAC. PAC members will be asked to respond to an upcoming online survey.

Deaf Interpreter (DI) Discussion - Phyllis Beaton-Vazquez

The DI subcommittee consists of Phyllis Beaton-Vazquez, Sally Palusci, Norm Ferguson and Wayne Nicholson. They met in Spring 2011 and identified key issues to explore.

Deaf learners should have opportunities for tutoring and Deaf Services could provide note taking for classes. The subcommittee is brainstorming potential placement opportunities such as the settlement program at Silent Voice. Also being considered is the integration of mock situations, such as medical appointments with international signs, into ASL classes. The subcommittee is also looking to the community to determine what is currently available and which courses DI students would take with their hearing colleagues.

Lakeland College has a DI Program and has graduated two DI's. George Brown will network with Debra Russell and Kirk Ferguson to determine what resources are used in that program.

Program Update – Phyllis Beaton-Vazquez and Judy Ercolino (Handout)

In Fall 2011, a Masters student from Gallaudet University interned with George Brown and completed 45 hours of observation in our ASL classes.

Since 2008 GBC has been offering ASL tutoring to ASL students. Tutors are also graduates from the C117 program. Also, third-year students host fundraisers to raise money for community initiatives such as WASLI.

Identifying work placements continues to have its challenges. George Brown currently has a mentorship program run by alumni and open to third-year students.

The PAC discussed accreditation for continuing education courses; there is a need for recognition of training for interpreters so they can work competently.

Other Business

Dean Walker noted that Bell Canada conducted a feasibility study on Video Relay Service (VRS) in Canada. The study was completed and a report sent to the CRTC in November. An announcement related to the report is expected in May 2012.

Phyllis mentioned that Dave Mason produced a film which was shown last year at TIFF. It will be shown again on Feb 24, 2012 at George Brown.

Date of Next Meeting

Target will be May 2012.

----- End of Meeting Minutes ----

4.3   Professional Accreditation

Practitioners of Sign Language Interpretation are not required to be certified, licensed or granted official recognition by an Ontario regulatory body in order to work in the field.

The Association of Visual Language Interpreters of Canada (AVLIC) is the national professional association for Sign Language Interpreters and the only certifying body in Canada. It awards a Certificate of Interpretation (COI) to Interpreters who successfully complete a four-phase Canadian Evaluation System (CES):

Phase 1: Written Test of Knowledge (WTK)
Phase 2: Two preparation workshops
Phase 3: Test of Interpretation (TOI)
Phase 4: Certificate Maintenance Program

Intepreters who have been awarded an AVLIC COI are entitled to refer to themselves as Certified Interpreters.

Please refer to Section 8 – Regulation and Accreditation for details on the profession's movement toward requiring a bachelor degree as an academic requirement for certification.

4.4   Learning Outcomes

4.4.1   Degree Outcomes and Corresponding Courses

Degree Outcome	Bachelor's Degree Qualification Standards	Program Outcomes	Corresponding Courses Contributing to Degree Outcome Achievement
Depth and Breadth of Knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective,	1. Analyze and critically apply current interpreting research trends as they inform meaning-based interpreting practices. 2. Analyze the power dynamics that affect human communication including the impact of the	• Introduction to Research • Research in Interpreting Studies • Health and Wellness • Business Basics for Interpreters • Values Ethics and Professional Practice • Introduction to the Interpreting Profession • Introduction to Translation & Discourse Analysis • Translation and Discourse Analysis II • Cross-Cultural Interaction • Situated Learning: Interpreting Collaborations • Deaf Studies • Dynamics in the Deaf community:

Degree Outcome	Bachelor's Degree Qualification Standards	Program Outcomes	Corresponding Courses Contributing to Degree Outcome Achievement
	and how the fields may intersect with fields in related disciplines; c. A developed ability to: i. gather, review, evaluate and interpret information; ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d. A developed, detailed knowledge of and experience in research in an area of the discipline; e. Developed critical thinking and analytical skills inside and outside the discipline; f. The ability to apply learning from one or more areas outside the discipline	interpreter's decisions and influence. 3. Respect cross-cultural needs of participants in an interpreted interaction in a professional and ethical manner. 4. Articulate societal views of Deaf culture, the Deaf community, multiculturalism, oppression, audism, global history of Deaf people, sign language linguistics and language variations.	Contrastive Analysis • Liberal Arts courses • English Processing Skills • ASL Processing Skills • Service Learning I & II • Interpreting I • Interpreting Essentials • Interpreting II & III • Interpreting Interaction: Community I & II
Conceptual & Methodological Awareness/Research and Scholarship	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship	5. Use current research literature to analyze key issues relating to the practice and profession of interpreting.	• Introduction to Research • Research in Interpreting Studies • Interpreting Practicum Seminar I, II • Introduction to Translation & Discourse Analysis • Translation and Discourse Analysis II • Dynamics in the Deaf Community: Contrastive Analysis • Interpreting Essentials • Liberal Arts Courses • Deaf Studies • Cross-cultural Interactions
Communication Skills	The ability to communicate information, arguments and analyze accurately and reliably, orally and in writing, to specialist and non-specialist	9. Use communicative language abilities in first and second language as	• ASL I, II, III, IV,V and VI • Sociolinguistics for Interpreter students • Introduction to the Interpreting Profession

Degree Outcome	Bachelor's Degree Qualification Standards	Program Outcomes	Corresponding Courses Contributing to Degree Outcome Achievement
	audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.	required to accommodate specific dialogic interactions.	• Introduction to Translation & Discourse Analysis • Deaf Studies • Dynamics in the Deaf Community: Contrastive Analysis • Cross Cultural Interactions ADDED: Values, Ethics and Professional Practice • Service Learning I and II • Translation and Discourse Analysis II
Application of Knowledge	a. The ability to review, present and critically evaluate quantitative and qualitative information to: i. develop lines of argument; ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. where appropriate, use this knowledge in the creative process; b. The ability to use a basic range of established techniques to: i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. propose solutions; iii. frame appropriate questions for the purpose of solving a problem; iv. solve a problem or create a new work; c. The ability to make use of scholarly reviews and primary sources.	6. Determine appropriate modes of interpreting using evidence-based practice, effective interpersonal and professional skills. 7. Perform effectively as an interpreter by incorporating current research and recognizing contextual factors including language and culture. 8. Perform accurate and effective translations, consecutive and simultaneous interpretations.	• English Processing Skills • ASL Processing Skills • Service Learning I, II • Interpreting I, II, III, IV • Interpreting Interaction I, II • Interpreting and Technology • Interpreting Practicum Seminar I, II • Senior Internship • Cross-Cultural Interaction • Interpreting Essentials • Situated Learning: Interpreting Collaborations • Research in Interpreting Studies • Interpreting Interaction: IPE
Professional Capacity/ Autonomy	a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:	10. Use professional and ethical judgement in decision making while respecting	• Values, Ethics and Professional Practice • Senior Internship • Introduction to Research • Introduction to the Interpreting Profession

Degree Outcome	Bachelor's Degree Qualification Standards	Program Outcomes	Corresponding Courses Contributing to Degree Outcome Achievement
	i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. working reflectively with others; iii. decision-making in complex contexts; b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; c. Behaviour consistent with academic integrity and social responsibility	diversity, equity, equality and rights of all participants. 11. Engage in life-long learning and reflective professional development.	• Business Basics for Interpreters • Interpreting Interaction: Community I, II • Interpreting I, II, III, IV • Service Learning I, II • Cross-Cultural Interaction • Dynamics in the Deaf community: Contrastive Analysis • Research in Interpreting Studies • Interpreting Practicum Seminar II • Interpreting Interaction: IPE • Situated Learning: Interpreting Collaborations • Interpreting and Technology
Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.	12. Assess personal competencies and limitations in the use of multi-cultural and multi-contextual approaches to communication.	• Introduction to the Interpreting Profession • Interpreting I, II, III, IV • Senior Internship • Values, Ethics and Professional Practice • Interpreting Interaction I, II • Health and Wellness • Interpreting Practicum Seminar I,II • Interpreting and Technology • Translation and Discourse Analysis I, II • Service Learning I & II • Research in Interpreting Studies • Interpreting Interaction: IPE • Situated Learning: Interpreting Collaborations • Interpreting Essentials • Cross-Cultural Interaction • Dynamics in the Deaf Community: Constructive Analysis

4.4.2   Program Outcomes and Corresponding Courses

The program and curriculum design process included broad-based stakeholder discussions, Program Advisory Committee input, and analysis of Interpretation programs and benchmarks in the field. The College's program team placed specific attention to the established and well-regarded Bachelor of Arts – Interpretation (BAI) program offered by Gallaudet University in Washington, DC.

The proposed program level learning outcomes are:

Program Level Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Analyze and critically apply current interpreting research trends as they inform meaning-based interpreting practices.

2. Analyze the power dynamics that affect human communication including the impact of the interpreter's decisions and influence.

3. Respect cross-cultural needs of participants in an interpreted interaction in a professional and ethical manner.

4. Articulate societal views of Deaf culture, the Deaf community, multiculturalism, oppression, audism, global history of Deaf people, sign language linguistics and language variations.

5. Use current research literature to analyze key issues relating to the practice and profession of interpreting.

6. Determine appropriate modes of interpreting using evidence-based practice, effective interpersonal and professional skills.

7. Perform effectively as an interpreter by incorporating current research and recognizing contextual factors including language and culture.

8. Perform accurate and effective translations, consecutive and simultaneous interpretations.

9. Use communicative language abilities in first and second language as required to accommodate specific dialogic interactions.

10. Use professional and ethical judgment in decision making while respecting diversity, equity, equality and rights of all participants.

11. Engage in life-long learning and reflective professional development.

12. Assess personal competencies and limitations in the use of multi-cultural and multi-contextual approaches to communication.

George Brown conducted a detailed mapping of course-level learning outcomes to the program level outcomes:

Semester/Course Name	Program Outcome (1) Analyze and critically apply current interpreting research trends as they inform meaning-based interpreting practices.
1: Sociolinguistics for Interpreter Students	Contrast grammar differences between spoken and signed languages.
2: American Sign Language Processing Skills	Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Introduction to Research	Explain the steps of the research process including research proposal, literature and ethics review. Explain the methods of data collection and analysis and the reporting of results. Differentiate between quantitative and qualitative methods of inquiry.
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema. Explain the team interpreting process and the benefits of working as a team. Compare and contrast interpreting process theories to support effective interpretations.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts. Analyze the purpose of communicative functions at the pragmatic level. Demonstrate cohesion between main idea, key words and discourse. Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level. Prepare for different interpreting assignments using appropriate strategies. Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: Interpreting Practicum Seminar I	Construct placement observations by drawing on detailed knowledge of major interpreting models.
6: Interpreting III	Synthesize various interpreting theories to create own model of interpretation. Explain the use of a rubric as a diagnostic tool for both peer and self-assessment .

| 6: Interpreting Interaction: Community II | Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.

Integrate the elements and processes of text analysis by applying various theories. |
|---|---|
| 6: Dynamics in the Deaf Community: Contrastive Analysis | N/A |
| 6: Translation & Discourse Analysis II | Analyze intertextuality and discourses in source and target texts.

Analyze meaning, form and function in discourses and conversations in source and target texts.

Compare and contrast cross-linguistic differences in narrative structures.

Compare and contrast constructed dialogues between spoken and signed discourses. |
| 7: Interpreting IV | Perform an advanced diagnostic on a target text produced by an interpreter.

Demonstrate appropriate linguistic and cultural considerations while interpreting.

Explain the elements and process involved in a text analysis by applying a variety of interpreting & translation theories. |
| 7: Research in Interpreting Studies | Assemble research articles to support specialization interest.

Evaluate empirical research to identify own research topic.

Analyze and summarize data using selected research strategies.

Critique empirical research to determine validity and reliability. |
| 7: American Sign Language VI | Compare and contrast differences in the linguistic structure and characteristics of ASL and English.
Explain linguistic elements of ASL, including phonology, morphology, semantics and syntax. |
| 8: Situated Learning: Interpreting Collaborations | Produce meaning-based interpretation that reflects preparation as a professional interpreter in an authentic interpreting context.

Demonstrate and justify the use of blended interpreting modes to support depth of processing |
| 8: Interpreting Technology | Integrate technology appropriately within the interpreting process. |
| **Semester/Course** | **Program Outcome (2) Analyze the power dynamics that affect human communication including the impact of the interpreter's decisions and influence.** |
| 1: Introduction to the Interpreting Profession | Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision.

Reflect on and consider societal and cultural perspectives and their impact on the interpreted event. |
| 1: Deaf Studies | Explain significant events in Deaf history underpinning the ideology: Deaf Vs. Disabled

Summarize the history of Deaf education and their social and political movement. |
| 2: English Processing Skills | Explain the impact of schema, context and culture on the creation of both a source and target text. |
| 2: American Sign Language II | Express degrees of empathic and non-empathic meanings in ASL. |

2: Cross - Cultural Interaction	Explain the impact of values & personality on communication and interaction. Distinguish between the pathological/medical and linguistic/cultural views of deaf persons. Examine issues and challenges related to Deaf/hearing interaction in particular settings.
3: Values, Ethics and Professional Practice	Apply an ethical decision-making model to ethical dilemmas. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Service Learning I	Explain the reciprocal relationship between service and learning. Collaborate with faculty and community members to develop an action plan to address community needs.
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema.
4: Introduction to Translation & Discourse Analysis	Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.
4: Service Learning II	Examine audist practices at the individual, systematic and institutional level within the larger community in light of the historical, social, cultural and political influence on the Deaf community from mainstream society. Examine oppression, power and privilege as a member of majority/minority group. Demonstrate evidence of adjustment in own attitudes and beliefs resulting from working within and learning from diverse communities and cultures.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Identify appropriate strategies for different interpreting assignments.
5: Interpreting Interaction: Community I	Prepare for different interpreting assignments using appropriate strategies. Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: American Sign Language V	Develop interpersonal and interpretive communicative skills at high-intermediate level.
5: Interpreting Practicum Seminar I	Adhere to the AVLIC Code of Ethics and Guidelines for Professional Conduct to integrate good business practices, problem solving and professional deportment, cultural and linguistic sensitivity in work with colleagues and consumers. Incorporate feedback from faculty, supervising interpreters, team interpreters and consumers to ensure interpreting requirements are being met. Observe working interpreters in all aspects of their work including pre assignment, during, and post assignment
6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation. Demonstrate appropriate linguistic and cultural use of English and ASL. Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.

6: Dynamics in the Deaf Community: Contrastive Analysis	Examine the concepts, issues and trends rooted in identity, ideology, resistance, language and culture and apply the concepts to current trends. Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
6: Translation & Discourse Analysis II	Analyze intertextuality and discourses in source and target texts.
7: Interpreting IV	Self-monitor process management strategies during an interpretation at an intermediate level
7: Interpreting Interaction: IPE	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts.
8: Situated Learning: Interpreting Collaborations	Reflect upon own interpreting performances in order to identify areas of success and areas of focus. Analyze own interpretation to identify demands arising from process management decisions.
8: Business Basics for Entrepreneurs	Apply interpersonal aptitudes essential to running a small business.
Semester/Course	**Program Outcome (3) Respect cross-cultural needs of participants in an interpreted interaction in a professional and ethical manner.**
1: Introduction to the Interpreting Profession	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
2: English Processing Skills	Explain the impact of schema, context and culture on the creation of both a source and target text.
2: American Sign Language II	Use appropriate cultural behaviours while participating in structured and rule-based activities.
2: Cross - Cultural Interaction	Explain the impact of values & personality on communication and interaction. Distinguish between the pathological/medical and linguistic/cultural view of deaf persons. Examine issues and challenges related to Deaf/hearing interaction in particular settings.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies. Describe how different frameworks, such as teleological, deontological, and values-based philosophies impact ethical decision making. Apply an ethical decision-making model to ethical dilemmas. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Service Learning I	Apply theory and classroom learning to community practice.
4: Interpreting Essentials	Explain the role of the interpreter in both ASL and English. Analyze contextual demands in order to prepare for various assignments.
4: American Sign Language IV	Communicate in ASL in a culturally appropriate manner with fluency, spontaneity and topic variety at a mid-intermediate level.

4: Service Learning II	Examine oppression, power and privilege as a member of majority/minority group. Demonstrate evidence of adjustment in own attitudes and beliefs resulting from working within and learning from diverse communities and cultures. Apply theory and classroom learning to community practice.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level. Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: Interpreting Practicum Seminar I	Adhere to the AVLIC Code of Ethics and Guidelines for Professional Conduct to integrate good business practices, problem solving and professional deportment, cultural and linguistic sensitivity in work with colleagues and consumers. Incorporate feedback from faculty, supervising interpreters, team interpreters and consumers to ensure interpreting requirements are being met. Observe working interpreters in all aspects of their work including pre assignment, during, and post assignment. Reflect critically on practicum experiences to determine own abilities, areas for personal growth, application of theory to practice and identify interpersonal skills.
6: Interpreting III	Provide structured and collegial feedback through peer assessment.
6: Interpreting Interaction: Community II	Produce an interpretation at a medium-intermediate level incorporating depth of processing with a minimum of significant miscues. Demonstrate appropriate linguistic and cultural use of English and ASL. Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.
6: Dynamics in the Deaf Community: Contrastive Analysis	Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community.
6: Translation & Discourse Analysis II	Compare and contrast cross-linguistic differences in narrative structures. Compare and contrast constructed dialogues between spoken and signed discourses.
7: Interpreting IV	Demonstrate appropriate linguistic and cultural considerations while interpreting.
7: Interpreting Interaction: IPE	Explain the role of an interpreter according to contextual demands and participants' needs. Develop a familiarity with the professional expectations/roles of other professionals through mutual education in a culturally respectful way. Work collaboratively with professionals from other fields to provide service delivery.
7: American Sign Language VI	Compare and contrast differences in the linguistic structure and characteristics of ASL and English.
8: Situated Learning: Interpreting Collaborations	Provide post-interpretation feedback in a professional and collegial way.

8: Interpreting Technology	Articulate the ethical implications of social media within the field of interpretation.
8: Interpreting Practicum Seminar II	Adhere to the AVLIC Code of Ethics and Guidelines for Professional Conduct to integrate good business practices, problem solving and professional deportment, cultural and linguistic sensitivity in work with colleagues and consumers.
Semester/Course	**Program Outcome (4) Articulate societal views of Deaf culture, the Deaf community, multiculturalism, oppression, audism, global history of Deaf people, sign language linguistics and language variations.**
1: Introduction to the Interpreting Profession	Explain professional practice settings and working conditions inherent within. Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: American Sign Language I	Maximize own knowledge by sharing statistics and facts about topic variety in ASL at novice level.
1: Deaf Studies	Explain significant events in Deaf history underpinning the idealogy: Deaf Vs. Disabled. Summarize the history of Deaf education and their social and political movements . Debate controversial issues in the Deaf communities. Describe the roles and purposes of local, provincial, national and worldwide Deaf organizations and Deaf clubs. Reconstruct the history of Deaf Education and appraise important contributors.
1: Sociolinguistics for Interpreter Students	Contrast grammar differences between spoken and signed languages. Discuss dialects and variation in spoken and signed languages. Explain linguistic characteristics of pidgins and creoles in both spoken and signed la Explain examples of code switching, language contact, bilingualism, and multilingualism, in Deaf Communities as well as in dominantly English speaking communities.
2: Cross - Cultural Interaction	Explain the impact of values & personality on communication and interaction. Distinguish between the pathological/medical and linguistic/cultural view of deaf persons.
3: American Sign Language III	Develop and use degrees of multi-word and idiomatic meanings in ASL.
3: Service Learning I	Identify the needs of the Deaf community through online research, direct observation and face to face interaction with community members. Explain the reciprocal relationship between service and learning. Collaborate with faculty and community members to develop an action plan to address community needs. Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs.

	Apply theory and classroom learning to community practice. Collaborate with faculty and Deaf community members to evaluate service provision and determine additional need.
4: American Sign Language IV	Use appropriate cohesions, connectors and advanced grammar in ASL to discuss intermediate level topics. Integrate appropriate ASL metaphors and similes at a low-intermediate level.
4: Introduction to Translation & Discourse Analysis	N/A
4: Service Learning II	Examine audist practices at the individual, systematic and institutional level within the larger community in light of the historical, social, cultural and political influence on the Deaf community from mainstream society. Examine oppression, power and privilege as a member of majority/minority group. Demonstrate evidence of adjustment in own attitudes and beliefs resulting from working within and learning from diverse communities and cultures. Identify the need for further projects within the Deaf community based on previous service learning experience and in collaboration with community members. Identify the need for further projects within the Deaf community based on previous service learning experience and in collaboration with community members. Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs. Apply theory and classroom learning to community practice. Collaborate with faculty and Deaf community members to evaluate service provision and determine additional need
5: American Sign Language V	Use advanced multimedia technology and software to create and edit visual resources at advanced level. Integrate appropriate ASL metaphors and similes at a mid-intermediate level
6: Dynamics in the Deaf Community: Contrastive Analysis	Explain different forms of oppression at the individual, systemic, and institutional levels. Examine the concepts, issues and trends rooted in identity, ideology, resistance, language and culture and apply the concepts to current trends. Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community. Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
7: American Sign Language VI	Analyze and present themes of resistance, affirmation and liberation in Deaf Culture through ASL Literature. Analyze the linguistic, educational, personal and social themes within ASL literature.

Semester/Course	Program Outcome (5) Use current research literature to analyze key issues relating to the practice and profession of interpreting.
1: Introduction to the Interpreting Profession	Explain the role and responsibilities of sign language interpreters. Explain professional practice settings and working conditions inherent within. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
2: English Processing Skills	Perform a successful translation utilizing note taking and mind mapping.
2: American Sign Language Processing Skills	Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies. Describe how different frameworks, such as teleological, deontological, and values-based philosophies impact ethical decision making. Apply an ethical decision-making model to ethical dilemmas. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Service Learning I	Identify the needs of the Deaf community through online research, direct observation and face to face interaction with community members.
3: Introduction to Research	Explain the steps of the research process including research proposal, literature and ethics review. Explain the methods of data collection and analysis and the reporting of results. Differentiate between quantitative and qualitative methods of inquiry..
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema. Explain the team interpreting process and the benefits of working as a team. Compare and contrast interpreting process theories to support effective interpretations.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team.
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts. Analyze the purpose of communicative functions at the pragmatic level. Demonstrate cohesion between main idea, key words and discourse. Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.

4: Service Learning II	Examine oppression, power and privilege as a member of majority/minority group.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level.
5: American Sign Language V	Compare and contrast oral and ASL literature traditions.
5: Interpreting Practicum Seminar I	Construct placement observations by drawing on detailed knowledge of major interpreting models.
6: Interpreting III	Create and apply a diagnostic on a target text interpretation produced by an interpreter. Explain the elements and process involved in a text analysis by applying various theories of interpretation. Synthesize various interpreting theories to create own model of interpretation. Explain the use of a rubric as a diagnostic tool for both peer and self-assessment. Provide structured and collegial feedback through peer assessment.
6: Interpreting Interaction: Community II	Integrate the elements and processes of text analysis by applying various theories.
6: Dynamics in the Deaf Community: Contrastive Analysis	Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community. Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
6: Translation & Discourse Analysis II	Compare and contrast cross-linguistic differences in narrative structures. Compare and contrast constructed dialogues between spoken and signed discourses.
7: Interpreting IV	Perform an advanced diagnostic on a target text produced by an interpreter. Explain the elements and process involved in a text analysis by applying a variety of interpreting & translation theories.
7: Interpreting Interaction: IPE	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts .
7: Research in Interpreting Studies	Assemble research articles to support specialization interest. Evaluate empirical research to identify own research topic. Analyze various research sampling designs to select an appropriate method. Analyze and summarize data using selected research strategies. Critique empirical research to determine validity and reliability. Explain ethical considerations for conducting quantitative and qualitative research.

7: American Sign Language VI	Compare and contrast differences in the linguistic structure and characteristics of ASL and English.
	Analyze and present themes of resistance, affirmation and liberation in Deaf Culture through ASL Literature.
	Analyze the linguistic, educational, personal and social themes within ASL literature.
8: Situated Learning: Interpreting Collaborations	Produce meaning-based interpretation that reflects preparation as a professional interpreter in an authentic interpreting context.
8: Interpreting Technology	Examine and explain the demands of working within video-relay platforms.
8: Business Basics for Entrepreneurs	Demonstrate basic book keeping skills for sole-proprietorship.
8: Interpreting Practicum Seminar II	Construct placement observations by drawing on detailed knowledge of major interpreting models.
Semester/Course	**Program Outcome (6) Determine appropriate modes of interpreting using evidence-based practice, effective interpersonal and professional skills.**
1: Introduction to the Interpreting Profession	Explain the role and responsibilities of sign language interpreters.
	Explain professional practice settings and working conditions inherent within.
	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision.
	Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
2: English Processing Skills	Explain the impact of schema, context and culture on the creation of both a source and target text.
2: American Sign Language Processing Skills	Develop immediate and delayed repetition skills in ASL.
	Develop and incorporate summarizing and paraphrasing skills in ASL.
	Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies.
	Justify ethical and professional decisions required as a practitioner to standards of practice.
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema.
	Interpret a text consecutively and grammatically from source language to target language.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments.
4: American Sign Language IV	Develop interpersonal and interpretive communicative skills at high-intermediate level.
	Communicate in ASL in a culturally appropriate manner with fluency, spontaneity and topic variety at a mid-intermediate level.
4: Introduction to Translation & Discourse Analysis	Analyze the purpose of communicative functions at the pragmatic level.
	Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.

5: Interpreting II	Interpret a dialogue consecutively between English and ASL that is meaning-based and is grammatically correct with a minimum of significant miscues at a low-intermediate level.
	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction.
	Identify appropriate strategies for different interpreting assignments.
	Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level.
	Produce a meaning-based interpretation through process management and cognitive strategies at a low-intermediate level.
	Prepare for different interpreting assignments using appropriate strategies.
	Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: Interpreting Practicum Seminar I	Incorporate feedback from faculty, supervising interpreters, team interpreters and consumers to ensure interpreting requirements are being met.
	Observe working interpreters in all aspects of their work including pre assignment, during, and post assignment.
	Articulate the role, expectations and responsibilities of an interpreter including when/where work interpreters consecutively and simultaneously
6: Interpreting III	Create and apply a diagnostic on a target text interpretation produced by an interpreter.
	Explain the elements and process involved in a text analysis by applying various theories of interpretation.
	Provide structured and collegial feedback through peer assessment.
6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation.
	Produce an interpretation at a medium-intermediate level incorporating depth of processing with a minimum of significant miscues.
	Integrate the elements and processes of text analysis by applying various theories.
6: Translation & Discourse Analysis II	Analyze intertextuality and discourses in source and target texts.
	Analyze meaning, form and function in discourses and conversations in source and target texts.
7: Interpreting IV	Produce meaning-based interpretations of interactive dialogues designed to reflect community based situations.
7: Interpreting Interaction: IPE	Work collaboratively with professionals from other fields to provide service delivery.
	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts.

	Apply interpreting and process management skills to a simulated interaction between Deaf and non-deaf interlocutors.
7: American Sign Language VI	Translate frozen texts in a manner that reflects key stylistic elements of ASL Literature
8: Situated Learning: Interpreting Collaborations	Produce meaning-based interpretation that reflects preparation as a professional interpreter in an authentic interpreting context. Demonstrate and justify the use of blended interpreting modes to support depth of processing
8: Interpreting Technology	Integrate technology appropriately within the interpreting process. Manage interpreting within teleconference/videoconference, remote and video-relay environments.
8: Business Basics for Entrepreneurs	Apply interpersonal aptitudes essential to running a small business.
Semester/Course	**Program Outcome (7) Perform effectively as an interpreter by incorporating current research and recognizing contextual factors including language and culture.**
1: Introduction to the Interpreting Profession	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: American Sign Language I	Express degrees of uncertainty in ASL at novice level. Acquire appropriate cultural behaviours with requests for clarification and repetition at novice level.
1: Sociolinguistics for Interpreter Students	Contrast grammar differences between spoken and signed languages Synthesize current research in Sociolinguistics in the Deaf community.
2: English Processing Skills	Maintain dynamic equivalency between source and target text. Explain the impact of schema, context and culture on the creation of both a source and target text. Incorporate appropriate English grammatical and cultural features in a target text translation. Perform a successful translation utilizing note taking and mind mapping. Produce a translation from ASL to English of an elementary text with a minimum of significant miscues.
2: American Sign Language Processing Skills	Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Service Learning I	Identify the needs of the Deaf community through online research, direct observation and face to face interaction with community members. Perform a service within a selected Deaf community agency/organization that

	directly addresses agency/organization needs.
	Apply theory and classroom learning to community practice
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema.
	Explain the team interpreting process and the benefits of working as a team.
	Compare and contrast interpreting process theories to support effective interpretations.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments.
	Analyze and articulate effective monitoring/supporting techniques when working in a team
4: American Sign Language IV	Use appropriate cohesions, connectors and advanced grammar in ASL to discuss intermediate level topics.
4: Introduction to Translation & Discourse Analysis	Analyze the purpose of communicative functions at the pragmatic level.
	Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.
4: Service Learning II	Examine oppression, power and privilege as a member of majority/minority group.
5: Interpreting II	Interpret a dialogue consecutively between English and ASL that is meaning-based and is grammatically correct with a minimum of significant miscues at a low-intermediate level.
	Identify appropriate strategies for different interpreting assignments.
	Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level.
	Produce interpretations that are grammatically correct, incorporating a variety of linguistic features.
	Produce a meaning-based interpretation through process management and cognitive strategies at a low-intermediate level.
	Prepare for different interpreting assignments using appropriate strategies.
	Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
6: Interpreting III	Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.
	Create and apply a diagnostic on a target text interpretation produced by an interpreter.
	Explain the elements and process involved in a text analysis by applying various theories of interpretation.
	Provide structured and collegial feedback through peer assessment.

6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation.
	Produce an interpretation at a medium-intermediate level incorporating depth of processing with a minimum of significant miscues.
	Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.
	Integrate the elements and processes of text analysis by applying various theories.
	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level.
	Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
6: Dynamics in the Deaf Community: Contrastive Analysis	Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
6: Translation & Discourse Analysis II	Analyze intertextuality and discourses in source and target texts.
	Analyze meaning, form and function in discourses and conversations in source and target texts.
7: Interpreting IV	Produce meaning-based interpretations of interactive dialogues designed to reflect community based situations.
	Self-monitor process management strategies during an interpretation at an intermediate level.
	Demonstrate appropriate linguistic and cultural considerations while interpreting.
7: Interpreting Interaction: IPE	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts.
	Apply interpreting and process management skills to a simulated interaction between Deaf and non-deaf interlocutors.
7: American Sign Language VI	Analyze and present themes of resistance, affirmation and liberation in Deaf Culture through ASL Literature.
	Analyze the linguistic, educational, personal and social themes within ASL literature.
8: Situated Learning: Interpreting Collaborations	Produce meaning-based interpretation that reflects preparation as a professional interpreter in an authentic interpreting context.
	Demonstrate and justify the use of blended interpreting modes to support depth of processing
8: Interpreting Technology	Examine and explain the demands of working within video-relay platforms.
Semester/Course	**Program Outcome (8) Perform accurate and effective translations, consecutive and simultaneous interpretations.**
2: English Processing Skills	Perform a successful translation utilizing note taking and mind mapping.
	Demonstrate mastery of English to English translation skills.
	Produce a translation from ASL to English of an elementary text with a minimum of significant miscues.
	Maintain dynamic equivalency between source and target text.

	Explain the impact of schema, context and culture on the creation of both a source and target text. Incorporate appropriate English grammatical and cultural features in a target text translation.
2: American Sign Language Processing Skills	Develop immediate and delayed repetition skills in ASL. Develop and incorporate summarizing and paraphrasing skills in ASL. Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Values, Ethics and Professional Practice	Justify ethical and professional decisions required as a practitioner to standards of practice.
3: American Sign Language III	Develop interpersonal and interpretive communicative skills at high-intermediate level
3: Service Learning I	Apply theory and classroom learning to community practice.
4: Interpreting I	Demonstrate the processes involved in a text analysis as part of Dean & Pollard's Demand-Control Schema. Translate a text accurately from source to target languages. Interpret a text consecutively and grammatically from source language to target language. Compare and contrast interpreting process theories to support effective interpretations.
4: Interpreting Essentials	Compare and contrast translation versus interpretation. Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team.
4: American Sign Language IV	Demonstrate communication in ASL in a culturally appropriate manner with fluency, spontaneity and topic variety at low-intermediate level. Express and perceive ideas using ASL face-to-face using appropriate linguistic features at high-intermediate level. Use appropriate cohesions, connectors and advanced grammar in ASL to discuss intermediate level topics. Use degrees of multi-word and idiomatic meanings in ASL at low-intermediate level.
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts. Analyze the purpose of communicative functions at the pragmatic level. Demonstrate cohesion between main idea, key words and discourse. Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.

4: Service Learning II	Apply theory and classroom learning to community practice.
5: Interpreting II	Perform a sight translation from a written English text into ASL. Interpret a dialogue consecutively between English and ASL that is meaning-based and is grammatically correct with a minimum of significant miscues at a low-intermediate level. Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Identify appropriate strategies for different interpreting assignments. Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level. Produce interpretations that are grammatically correct, incorporating a variety of linguistic features. Prepare for different interpreting assignments using appropriate strategies. Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: American Sign Language V	Express and perceive ideas using ASL face-to-face using appropriate linguistic features at advanced level. Integrate appropriate ASL metaphors and similes at a mid-intermediate level
5: Interpreting Practicum Seminar I	Incorporate feedback from faculty, supervising interpreters, team interpreters and consumers to ensure interpreting requirements are being met. Collaborate with supervisor to determine skill readiness for interpreting assignments. Provide limited consecutive interpreting with supervision, using process management skills to support effective interpretation.
6: Interpreting III	Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.
6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation. Produce an interpretation at a medium-intermediate level incorporating depth of processing with a minimum of significant miscues. Demonstrate appropriate linguistic and cultural use of English and ASL. Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies. Integrate the elements and processes of text analysis by applying various theories.

6: Dynamics in the Deaf Community: Contrastive Analysis	Examine the concepts, issues and trends rooted in identity, ideology, resistance, language and culture and apply the concepts to current trends. Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community. Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
6: Translation & Discourse Analysis II	Analyze intertextuality and discourses in source and target texts. Analyze meaning, form and function in discourses and conversations in source and target texts. Compare and contrast cross-linguistic differences in narrative structures. Compare and contrast constructed dialogues between spoken and signed discourses.
7: Interpreting IV	Produce meaning-based interpretations of interactive dialogues designed to reflect community based situations. Self-monitor process management strategies during an interpretation at an intermediate level.
7: Interpreting Interaction: IPE	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts. Apply interpreting and process management skills to a simulated interaction between Deaf and non-deaf interlocutors.
7: American Sign Language VI	Translate frozen texts in a manner that reflects key stylistic elements of ASL Literature.
8: Situated Learning: Interpreting Collaborations	Produce meaning-based interpretation that reflects preparation as a professional interpreter in an authentic interpreting context. Demonstrate and justify the use of blended interpreting modes to support depth of processing
8: Interpreting Technology	Manage interpreting within teleconference/videoconference, remote and video-relay environments.
8: Interpreting Practicum Seminar II	Manage consecutive and simultaneous interpretations with increasing efficacy and accuracy using process management skills to support effective interpretation. Incorporate feedback on interpreting competencies from faculty, supervising interpreters, team interpreters and consumers to assess requirements and self-readiness for an interpreting assignment.
Semester/Course	**Program Outcome (9) Use communicative language abilities in first and second language as required to accommodate specific dialogic interactions.**
1: Introduction to the Interpreting Profession	Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: American Sign Language I	Maximize own knowledge by sharing statistics and facts about topic variety in ASL at novice level. Express degrees of uncertainty in ASL at novice level. Acquire appropriate cultural behaviours with requests for clarification and repetition at novice level.
1: Sociolinguistics for Interpreter Students	Contrast grammar differences between spoken and signed languages
2: English Processing Skills	Maintain dynamic equivalency between source and target text.

	Incorporate appropriate English grammatical and cultural features in a target text translation. Perform a successful translation utilizing note taking and mind mapping. Explain the impact of schema, context and culture on the creation of both a source and target text. Produce a translation from ASL to English of an elementary text with a minimum of significant miscues
2: American Sign Language II	Express degrees of empathic and non-empathic meanings in ASL. Use appropriate cultural behaviours while participating in structured and rule-based activities.
2: American Sign Language Processing Skills	Develop awareness of usual patterns (word-level and phrase-level pattern inference) in ASL.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies Justify ethical and professional decisions required as a practitioner to standards of practice.
3: American Sign Language III	Develop backchanneling skills in interactive contexts with spontaneity at mid-intermediate level.
3: Service Learning I	Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs. Apply theory and classroom learning to community practice.
4: Interpreting I	Interpret a text consecutively and grammatically from source language to target language.
4: Interpreting Essentials	Explain the role of the interpreter in both ASL and English. Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team.
4: American Sign Language IV	Use appropriate cohesions, connectors and advanced grammar in ASL to discuss intermediate level topics. Use degrees of multi-word and idiomatic meanings in ASL at low-intermediate level. Integrate appropriate ASL metaphors and similes at a low-intermediate level. Communicate in ASL in a culturally appropriate manner with fluency, spontaneity and topic variety at a mid-intermediate level.
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts. Analyze the purpose of communicative functions at the pragmatic level. Demonstrate cohesion between main idea, key words and discourse.
4: Service Learning II	Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs Apply theory and classroom learning to community practice.

	Collaborate with faculty and Deaf community members to evaluate service provision and determine additional need
5: Interpreting II	Perform a sight translation from a written English text into ASL. Interpret a dialogue consecutively between English and ASL that is meaning-based and is grammatically correct with a minimum of significant miscues at a low-intermediate level. Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Identify appropriate strategies for different interpreting assignments. Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level. Produce interpretations that are grammatically correct, incorporating a variety of linguistic features. Produce a meaning-based interpretation through process management and cognitive strategies at a low-intermediate level. Prepare for different interpreting assignments using appropriate strategies. Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: American Sign Language V	Develop interpersonal and interpretive communicative skills at high-intermediate level. Express and perceive ideas using ASL face-to-face using appropriate linguistic features at advanced level. Integrate appropriate ASL metaphors and similes at a mid-intermediate level.
5: Interpreting Practicum Seminar I	Articulate the role, expectations and responsibilities of an interpreter including when/where work interpreters consecutively and simultaneously
6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation. Produce an interpretation at a medium-intermediate level incorporating depth of processing with a minimum of significant miscues. Demonstrate appropriate linguistic and cultural use of English and ASL. Producing successful interpretations with a team or partner by incorporating effective behaviours and strategies.
7: Interpreting IV	Demonstrate appropriate linguistic and cultural considerations while interpreting .
7: Interpreting Interaction: IPE	Explain the role of an interpreter according to contextual demands and participants' needs

Semester/Course	Program Outcome (10) Use professional and ethical judgment in decision making while respecting diversity, equity, equality and rights of all participants.
1 Introduction to the Interpreting Profession	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: Deaf Studies	Debate controversial issues in the Deaf communities Describe the roles and purposes of local, provincial, national and worldwide Deaf organizations and Deaf clubs.
2: Cross - Cultural Interaction	Reflect on own perspective and experiences in relation to the Deaf community
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies. Describe how different frameworks, such as teleological, deontological, and values-based philosophies impact ethical decision making. Apply an ethical decision-making model to ethical dilemmas. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Health and Wellness	Compare and contrast the origins and purposes of traditional and complementary approaches to health.
3: Service Learning I	Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs. Apply theory and classroom learning to community practice.
4: Interpreting Essentials	Explain the role of the interpreter in both ASL and English. Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team.
4: Service Learning II	Examine audist practices at the individual, systematic and institutional level within the larger community in light of the historical, social, cultural and political influence on the Deaf community from mainstream society. Examine oppression, power and privilege as a member of majority/minority group. Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs. Apply theory and classroom learning to community practice.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Identify appropriate strategies for different interpreting assignments.

5: Interpreting Interaction: Community I	Create a meaning-based interpretation through the incorporation of blended interpreting processes to a dialogic interaction at a low-intermediate level.
	Prepare for different interpreting assignments using appropriate strategies.
	Effectively team interpret an interaction in a manner that reflects the co-creation of communication.
5: Interpreting Practicum Seminar I	Adhere to the AVLIC Code of Ethics and Guidelines for Professional Conduct to integrate good business practices, problem solving and professional deportment, cultural and linguistic sensitivity in work with colleagues and consumers.
6: Interpreting III	Provide structured and collegial feedback through peer assessment.
6: Interpreting Interaction: Community II	Demonstrate process management strategies during interpretation.
	Demonstrate appropriate linguistic and cultural use of English and ASL.
6: Dynamics in the Deaf Community: Contrastive Analysis	Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community.
	Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.
7: Interpreting IV	N/A
7: Interpreting Interaction: IPE	Work collaboratively with professionals from other fields to provide service delivery.
7: American Sign Language VI	Analyze and present themes of resistance, affirmation and liberation in Deaf Culture through ASL Literature.
	Analyze the linguistic, educational, personal and social themes within ASL literature.
8: Situated Learning: Interpreting Collaborations	Provide post-interpretation feedback in a professional and collegial way.
8: Interpreting Technology	Articulate the ethical implications of social media within the field of interpretation.
8: Interpreting Practicum Seminar II	Adhere to the AVLIC Code of Ethics and Guidelines for Professional Conduct to integrate good business practices, problem solving and professional deportment, cultural and linguistic sensitivity in work with colleagues and consumers.
Semester/Course	**Program Outcome (11) Engage in life-long learning and reflective professional development.**
1: Introduction to the Interpreting Profession	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision.
	Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: Deaf Studies	Explain significant events in Deaf history underpinning the idealogy: Deaf Vs. Disabled
	Reconstruct the history of Deaf Education and appraise important contributors
2: Cross - Cultural Interaction	Reflect on own perspective and experiences in relation to the Deaf community
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies.
	Describe how different frameworks, such as teleological, deontological, and values-based philosophies impact ethical decision making.

	Apply an ethical decision-making model to ethical dilemmas.
	Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Health and Wellness	Prepare a plan for self-care that will contribute to living and working in a healthy and safe manner.
	Explain how Repetitive Motion Injuries (RMI) injuries occur and techniques for prevention.
3: Service Learning I	Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs.
	Apply theory and classroom learning to community practice.
	Assess own abilities to identify areas for personal and professional growth.
3: Introduction to Research	Formulate viable research questions in the field of interpretation.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments.
	Analyze and articulate effective monitoring/supporting techniques when working in a team.
4: American Sign Language IV	Use advanced multimedia technology and software to create and edit visual resources.
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts.
	Analyze the purpose of communicative functions at the pragmatic level.
	Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.
4: Service Learning II	Examine oppression, power and privilege as a member of majority/minority group.
	Demonstrate evidence of adjustment in own attitudes and beliefs resulting from working within and learning from diverse communities and cultures.
	Apply theory and classroom learning to community practice.
	Assess own abilities to identify areas for personal and professional growth.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction.
	Identify appropriate strategies for different interpreting assignments.
5: Interpreting Practicum Seminar I	Reflect critically on practicum experiences to determine own abilities, areas for personal growth, application of theory to practice and identify interpersonal skills.
6: Interpreting III	Synthesize various interpreting theories to create own model of interpretation.
6: Dynamics in the Deaf Community: Contrastive Analysis	Evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community. Apply systematic and alternative approaches to communicate stakeholder concerns, issues and innovations.

6: Translation & Discourse Analysis II	Analyze intertextuality and discourses in source and target texts
7: American Sign Language VI	Analyze and present themes of resistance, affirmation and liberation in Deaf Culture through ASL Literature.
8: Situated Learning: Interpreting Collaborations	Reflect upon own interpreting performances in order to identify areas of success and areas of focus. Create a plan of action to address areas of challenge to improve upon own performance as an interpreter.
8: Business Basics for Entrepreneurs	Identify employment opportunities that match skills and experience.
Semester/Course	**Program Outcome (12) Assess personal competencies and limitations in the use of multi-cultural and multi-contextual approaches to communication.**
1: Introduction to the Interpreting Profession	Describe and discuss sign language interpreting with field-specific code of ethics and professional standards to service provision. Reflect on and consider societal and cultural perspectives and their impact on the interpreted event.
1: Deaf Studies	Explain significant events in Deaf history underpinning the idealogy: Deaf Vs. Disabled Debate controversial issues in the Deaf communities Describe the roles and purposes of local, provincial, national and worldwide Deaf organizations and Deaf clubs
2: English Processing Skills	Explain the impact of schema, context and culture on the creation of both a source and target text.
2: Cross - Cultural Interaction	Reflect on own perspective and experiences in relation to the Deaf community.
3: Values, Ethics and Professional Practice	Explain and apply the five tenets of the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct to ethical case studies. Describe how different frameworks, such as teleological, deontological, and values-based philosophies impact ethical decision making. Apply an ethical decision-making model to ethical dilemmas. Justify ethical and professional decisions required as a practitioner to standards of practice.
3: Service Learning I	Perform a service within a selected Deaf community agency/organization that directly addresses agency/organization needs. Apply theory and classroom learning to community practice. Assess own abilities to identify areas for personal and professional growth.
4: Interpreting Essentials	Analyze contextual demands in order to prepare for various assignments. Analyze and articulate effective monitoring/supporting techniques when working in a team.

4: American Sign Language IV	Use advanced multimedia technology and software to create and edit visual resources. Use degrees of multi-word and idiomatic meanings in ASL at low-intermediate level. Communicate in ASL in a culturally appropriate manner with fluency, spontaneity and topic variety at a mid-intermediate level.
4: Introduction to Translation & Discourse Analysis	Analyze idea units, meaning & form in words/phrases in the source and target texts. Analyze the purpose of communicative functions at the pragmatic level. Demonstrate cohesion between main idea, key words and discourse. Analyze linguistic features involving illocutionary force and ambiguity in utterances in source and target texts.
4: Service Learning II	Examine oppression, power and privilege as a member of majority/minority group. Demonstrate evidence of adjustment in own attitudes and beliefs resulting from working within and learning from diverse communities and cultures. Apply theory and classroom learning to community practice. Assess own abilities to identify areas for personal and professional growth.
5: Interpreting II	Create a meaning-based interpretation through successful behaviours and cognitive strategies in the area of self-analysis, process management and correction. Identify appropriate strategies for different interpreting assignments. Articulate cognitive processing strategies to support an interpretation at a low-intermediate level.
5: Interpreting Interaction: Community I	Produce a meaning-based interpretation through process management and cognitive strategies at a low-intermediate level. Prepare for different interpreting assignments using appropriate strategies.
5: American Sign Language V	Develop interpersonal and interpretive communicative skills at high-intermediate level. Express and perceive ideas using ASL face-to-face using appropriate linguistic features at advanced level. Use advanced multimedia technology and software to create and edit visual resources at advanced level. Integrate appropriate ASL metaphors and similes at a mid-intermediate level. Perform different ASL literary forms and genres at a low-intermediate level.
5: Interpreting Practicum Seminar I	Reflect critically on practicum experiences to determine own abilities, areas for personal growth, application of theory to practice and identify interpersonal skills.
6: Interpreting Interaction: Community II	Integrate the elements and processes of text analysis by applying various theories.
6: Dynamics in the Deaf Community: Contrastive Analysis	Explain different forms of oppression at the individual, systemic, and institutional levels.

7: Interpreting Interaction: IPE	Prepare and implement interpreting strategies to effectively render a meaning-based interpretation in different contexts.
7: American Sign Language VI	Compare and contrast differences in the linguistic structure and characteristics of ASL and English. Explain linguistic elements of ASL, including phonology, morphology, semantics and syntax. Translate frozen texts in a manner that reflects key stylistic elements of ASL Literature.
8: Situated Learning: Interpreting Collaborations	Reflect upon own interpreting performances in order to identify areas of success and areas of focus. Analyze own interpretation to identify demands arising from process management decisions. Create a plan of action to address areas of challenge to improve upon own performance as an interpreter.
8: Business Basics for Entrepreneurs	Identify employment opportunities that match skills and experience.

4.5 Course Descriptions

4.5.1 Core Course Descriptions

Year and Semester	Course Name	Course Description
Year 1		
Semester 1	American Sign Language I	This course focuses on interpersonal and interpretive communicative language skills in ASL through expressing and perceiving ideas face-to-face and the use of technological means. Students use conventional and academic literacy skills to narrate unforgettable moments and share interesting facts. Students develop backchannelling skills in interactive contexts to confirm and correct information, express degrees of uncertainty, and ask for clarification and repetition.
Semester 1	Deaf Studies	This course critically analyzes and compares historical & social events in the Deaf community with a focus on Deaf persons' ideology and resistance to oppression that has changed throughout the course of more than 100 years. Students engage in research on the impact of social and educational movements. Topics that are currently prevalent in Deaf education are critically examined through class activities and technology media.
Semester 1	Sociolinguistics for Interpreter Students	The course offers an introduction and overview of the main topics of sociolinguistics and the sociology of language. Students explore and research dialects, variations, pidgins and creoles, bilingualism, multilingualism, language and politics, the power of language, language and gender, as well as language and identity.
Semester 1	Introduction to the Interpreting Profession	This course provides an overview of the history and role of ASL-English interpreting, the role of an interpreter, professional practice settings, and working conditions. This course acquaints students to field-specific professional standards and ethics and professional organizations. Lectures focus on forms of service provision, interpreting efficacy, terminology, field-specific research, community and societal perspectives, and learning how to become an ally of an oppressed minority.
Semester 2	American Sign Language II	This course continues to focus on interpersonal and interpretive communicative language skills in ASL through expressing and perceiving ideas face-to-face and the use of technological means in application to appropriate ASL framework. Students use conventional and academic literacy skills to discuss a variety of topics at a novice level. Students also continue to develop and hone their backchannneling skills in interactive contexts with spontaneity at a novice level.

Year and Semester	Course Name	Course Description
Semester 2	Cross - Cultural Interactions	This course offers students an opportunity to identify, appreciate, and value their own personal strengths and abilities. As well, students learn to examine interaction styles and abilities, and work with problem-solving techniques. The values, norms, identities and traditions of students' own cultures and other cultures will be explored to serve as a comparison with Deaf culture. Reflection is an important component of this course and students are encouraged to discuss their own perspectives and experiences in relation to Deaf and hearing communities. This course prepares students for their practicum experiences and eventually their role as ASL-English interpreters while gaining an understanding of being an ally to the Deaf community.
Semester 2	English Processing Skills	This course provides an overview of text analysis of English, and interpreting foundational skills, specifically the translation process from the level of semantics, pragmatics and discourse. Students develop cognitive and linguistic skills to perform a successful text analysis and are introduced to the impact of facets such as culture, gender, and setting on the creation and conveyance of meaning from source to target texts. Students practice and perform foundational translation skills such as analyzing the explicit and implicit meaning of a text, shadowing and paraphrasing. Students examine and apply various models of interpreting processes, text and discourse analysis strategies.
Semester 2	American Sign Language Processing Skills	This course focuses on the foundation of cognitive manipulation skills including intralingual skills, memory strategies, summarizing, paraphrasing, pattern inference analysis, discourse and lexicon analysis in American Sign Language as a target and source language. It also examines and reflects the importance of cognitive processing tasks necessary for processing and delivering information in ASL to ASL.
Year 2		
Semester 3	American Sign Language III	This course expands on interpersonal and interpretive communicative language skills in ASL through expressing and perceiving ideas face-to-face and the use of technological means in application to appropriate ASL framework. Students use conventional and academic literacy skills to discuss public service providers and health issues. Students also communicate in ASL in a culturally appropriate manner with greater fluency, spontaneity and covering a wider variety of topics.
Semester 3	Introduction to Research	Students identify and examine the various components of the research process and how they relate to the development of supportable conclusions, the generation of new ideas and the

Year and Semester	Course Name	Course Description
		reliability of research findings. The course introduces the research process, including formulating research questions; understanding qualitative and quantitative research; sampling; measurement; research design; data analysis; as well as the development and presenting of research projects. Students examine theoretical and philosophical underpinnings of research including the idea of validity in research; reliability of measures; and ethics. Students are introduced to current research in sign language linguistics, spoken and signed language interpreting and critically evaluate research reports.
Semester 3	Health and Wellness	The course discusses current views of wellness and encourages students to adopt life - long healthy lifestyle choices. Through reflection and practical applications, the principles of healthy living (social/intellectual/emotional/physical and self-care) along with occupational health and safety principles provide the foundation for exploring the connections between wellness and work. Living in an age of electronics, students take a closer look at the ergonomic factors contributing to Repetitive Motion Injuries and its implications in their lives. Upon completion of the course, students integrate course knowledge through a personal health plan focusing on overall personal health and well-being.
Semester 3	Service Learning I	This course requires students to have a reciprocal relationship with the Deaf community, providing service to the Deaf community, and application of knowledge of ASL and culture to authentic interactions. Students' roles in the community will be defined in collaboration with faculty, the supervising agency, and the agency stakeholders. Students develop an essential knowledge base about different agencies and programs that serve the D/deaf community. Paramount to this course is students' ongoing reflections of their own agency within a marginalized cultural and linguistic minority community.
Semester 3	Values, Ethics and Professional Practice	This course explores the concepts, procedures, ethical, and professional considerations applicable to interpreting. This course will examine personal and professional values and their impact upon ethical decision making as it relates to the Association of Visual Language Interpreters of Canada's Code of Ethics and Guidelines for Professional Conduct. Students will create and assess an ethical decision making model of their own, applying critical analysis of interpreting decisions, taking into consideration the diversity, equity, equality and rights of all participants. Students' reflective analysis of both their subjective and intersubjective stance within the communicative exchange and the co-creation of meaning with the interlocutors

Year and Semester	Course Name	Course Description
		is examined within this course.
Semester 4	American Sign Language IV	This course continues to expand on interpersonal and interpretive communicative language skills in ASL through expressing and perceiving ideas face-to-face and the use of technological means in application to appropriate ASL framework. Students use conventional and academic literacy skills to show connections with other disciplines and communicate in ASL in a culturally appropriate manner with greater fluency, spontaneity and covering a wider variety of topics.
Semester 4	Interpreting I	This course builds on basic translation abilities and introduces consecutive interpreting. Students are provided with theoretical and practical opportunities to build upon translation skills blended with an introduction to consecutive interpreting skills in dialogic interactions utilizing cognitive models of interpreting.
Semester 4	Interpreting Essentials	This course will examine the pre-requisite skills necessary for effective interpreting interactions. Students are introduced to essential interpreting preparation skills, how to work effectively within a team, professional interpersonal skills, teamwork to aid in meaning-based interpretations and the effective use of technology as it relates to the interpreting process.
Semester 4	Service Learning II	This course is a continuation of Service Learning I. Students continue to provide services to the Deaf community enhancing their knowledge base and deepening their understanding of culture and community. Students further their understanding of how to act as an ally to address issues of systemic barriers and audism, as an agent of change. Following students' own preferences and contacts within the Deaf community (e.g. Deaf elders, advocacy or residential schools etc.), students develop their own project within the Deaf community. The student's role is defined in collaboration with the faculty, the supervising agency, and the consumers of the service. Students participate in reflection groups and online postings.
Semester 4	Introduction to Translation & Discourse Analysis	This course provides students with an overview of cross-cultural and cross-linguistic comparisons between source and target languages with application to meaning-based interpreting foundational skills. Students also examine the meaning-based translation process. Focus is on the functional & cultural literacy skills needed to perform a successful text analysis. Students explore and perform foundational translation processes utilizing contextualizing strategies.

Year and Semester	Course Name	Course Description
Year 3		
Semester 5	American Sign Language V	This course continues to expand on interpersonal and interpretive communicative language skills in ASL to express and perceive ideas face-to-face and through the use of technological means in application to appropriate ASL framework. Students use conventional and academic literacy skills to discuss and perform different genres in ASL Literature. The ASL Literature collection is compared through contrasting the oral literature tradition with the ASL literature tradition. This course includes group activities that allow students to develop their understanding of different elements and features in ASL storytelling and poetry. Samples of ASL literature and empowering literature are provided for the interpretation and understanding of the values inherent in the Deaf Community.
Semester 5	Interpreting II	This course is a continuation of Interpreting I and a co-requisite course with Interpreting Interaction: Community I, where students are provided with the opportunity to further practice translation and consecutive interpreting skills with an introduction to simultaneous interpretation as informed by cognitive models of interpreting. Students continue to develop and apply connections between theoretical constructs and contextual demands. Utilizing critical thinking skills and contextual analysis students develop their capacity to discern appropriate modes of interpretation to co-create a meaning-based interpretation. This course is a co-requisite with Interpreting Interaction: Community I.
Semester 5	Interpreting Interaction: Community I	This is a co-requisite course with Interpreting II, introducing students to various community-based interpreted scenarios. Students have the opportunity to further develop and experience interpreting techniques and modes as informed by various contextual factors during community interactions. Emphasis is placed upon management of the interpreting process in one-to-one and small group exchanges in preparation for basic community interpreting, team interpreting, and utilization of error correction strategies.
Semester 5	Interpreting Practicum Seminar I	This course consists of both classroom instruction and a community practicum under the supervision of a professional interpreter. The course provides students with the experiential learning necessary to complement classroom learning and develop the critical thinking, interpersonal and technical skills required of a practice profession such as interpreting. Students will both observe and interpret authentic consecutive and simultaneous interactions, where appropriate. Reflection, which informs practice, is a key element of this course. Students are encouraged to critically reflect upon and discuss their field

Year and Semester	Course Name	Course Description
		education.
Semester 6	Dynamics in the Deaf Community: Contrastive Analysis	This course explores the dynamics of the Deaf community and provides an opportunity to evaluate the historical, social, cultural and political influence of mainstream society on the Deaf community. Students investigate the concepts rooted in identity, ideology, resistance, language and culture along with current trends of the Deaf community on individual, systematic and institutional levels, and how they as allies may advocate and/or implement the Deaf community's concerns, issues and innovations on all levels. Issues faced by the Canadian & International Deaf communities are evaluated and investigated. Students develop and strengthen their critical understanding of the Deaf community dynamics and devise alternative techniques and solutions to address current Deaf community trends through technology media.
Semester 6	Interpreting III	This course builds upon Interpreting II with further exploration and analysis of cognitive models of interpreting. Students are provided the opportunity to further practice a blend of translation, consecutive and simultaneous interpreting. This course includes critical analysis of the nature of the intersubjective communicative interaction to determine the most effective interpreting options. Supported by interpreting literature, students perform a basic diagnostic of self and peer's interpretations. Attention to managing the interpreting process, utilizing error correction strategies, scaffolding of preparation for basic community interpreting and team interpreting are the focus of this course. This course is a co-requisite with Interpreting Interaction: Community II.
Semester 6	Interpreting Interaction: Community II	This course provides an in-depth opportunity for students to further develop their interpreting proficiencies in relation to more complex communicative interactions. Students continue development of their process management skills, use of theory to inform interpreting mode decisions, team interpreting, and individual interpreting skills. This course is a co-requisite with Interpreting III.
Semester 6	Translation & Discourse Analysis II	This course is a continuation of Introduction to Translation and Discourse Analysis I. Students continue with cross-cultural and cross-linguistic comparisons between source and target languages with application and synthesis using a meaning-based interpreting approach. Focus is on the cultural and critical literacy skills needed to perform a successful text analysis. Students are introduced to research on dimensions of discourse such as multiculturalism, language variation, power and setting on the creation and conveyance of meaning from

Year and Semester	Course Name	Course Description
		source to target texts. Students critically examine and perform translation processes by critically analyzing explicitness versus implicitness of texts through self-monitoring and intralingual and interlingual constructs.
Year 4		
Semester 7	American Sign Language VI	This final ASL course continues to focus on interpersonal and interpretive communicative language skills in ASL to express and perceive ideas face-to-face and through the use of technological means in application to appropriate ASL framework. Students use conventional and academic literacy skills to discuss and perform literary and non-literary recorded frozen texts in ASL. Students also continue to communicate in ASL in a culturally appropriate manner with greater fluency, spontaneity and covering a wider variety of topics related to ASL linguistics, individual and community values, the role of collectivism and cultural practices.
Semester 7	Interpreting IV	This course continues with a blending of translation, consecutive and simultaneous interpreting. Students continue to develop their team interpreting abilities and perform a detailed diagnostic of a colleagues' work. Emphasis is placed upon further examination of managing the interpreting process, utilizing error correction strategies, coping strategies, and further exploration and analysis of the intersubjective nature of communication. This course is a co-requisite with Interpreting Interaction: IPE
Semester 7	Interpreting Interaction: IPE	This course provides students with the opportunity to apply interpreting theory to professional practice within simulated experiential learning opportunities with other emerging professionals. Students have the opportunity to work together to learn about, from, and with each other within simulated environments so that both sets of peers can apply theory to practice. Application of critical thinking skills while working with a peer interpreter, and peers of other programs, students assess the demands of contextual factors in order to support a meaning-based interpretation and students have the opportunity to reflect on their own, and others' participation and contributions to teamwork.
Semester 7	Research in Interpreting Studies	This course provides students with opportunities to investigate and analyze perspectives and methods that are central to current research within the field of interpreting. Students become skilled in evaluating qualitative and quantitative research and develop a full proposal for the required research paper. Opportunities to research in-depth specializations include, but are not limited to: legal, religious, medical, theatrical, educational, and interpreting with Deaf-blind persons.

Year and Semester	Course Name	Course Description
Semester 8	Business Basics for Entrepreneurs	Students develop the tools and knowledge necessary for being a sole-proprietor/ independent contractor, including invoicing systems, record and bookkeeping, taxation, insurance, scheduling practices and negotiating contracts etc. Students discuss and reflect on the necessity for appropriate interpersonal skills, appropriate marketing strategies, the need for support systems and their role in the profession upon graduation.
Semester 8	Interpreting Technology	This course focuses on interpreting and translation while working within one language or between two languages. History, research, industry, FCC and CRTC regulations and techniques are discussed. Awareness of the unique experiences present in the VRS-VRI setting will contribute to enhancement of skill as an ASL-English Interpreter. Demands within this setting include working accurately and efficiently either independently or as a team. Ethical use of social media and technology for professional practice is explored.
Semester 8	Situated Learning: Interpreting Collaborations	This course provides students with authentic opportunities to apply interpreting theory to professional practice. Situated within experiential learning opportunities, students apply critical thinking skills with a peer to interpret interactions by assessing contextual factors and demands in order to support a meaning-based interpretation. Students are provided with opportunities to critically assess their formative live interpreting attempts through feedback from peers, interlocutors, faculty, and the opportunity to self-monitor in order to provide an effective summative interpretation at the end of the semester.
Semester 8	Interpreting Practicum Seminar II	This course consists of both classroom instruction and a community practicum under the supervision of a professional interpreter. The course provides students with the experiential learning necessary to complement classroom learning and to develop the critical thinking, interpersonal skills and technical skills required of a practice profession such as interpreting. Students will both observe and interpret authentic consecutive and simultaneous interactions, where appropriate. Reflection, which informs practice, is a key element of this course. Students are encouraged to critically reflect upon and discuss their field education.

4.5.2 Non-Core Course Descriptions

Level	Course Code and Course Name	Course Description
Lower	LHUM 1201 The Evolution of Filmmaking	This film studies course deals with the evolution of film in terms of its historical and cultural development, critical filmic analysis, and technical aspects of filmmaking. The course is divided into ten parts, each of which examines a major time period in the development of film in a historical, social, cultural, critical, and technical context.
Lower	LHUM 1202 Monotheistic Religions: Judaism, Christianity and Islam	Religious beliefs, expressions, and practices have shaped and reflected how people have interpreted the key questions of existence and how people have marked key events in their lives. This course introduces the religious beliefs, expressions of religious experience, religious practices, and world views of the three major monotheistic religions: Judaism, Christianity and Islam. Background to the origin and development of each religion as well as an examination of contemporary issues linked to the religions are included. In contemporary society, the question of negotiating traditional interpretations with current situations has become one of the driving forces behind the study of religion. This course will offer students the opportunity to explore and analyze how key religious beliefs, expressions and practices from the major western monotheistic traditions have influenced and continue to influence current public thought and decisions.
Lower	LHUM 1203 The Pleasure of Inquiry: Philosophy	This course aims to develop your skills of inquiry by introducing you to the practice of philosophy and basic approaches to key philosophic questions in a lively, accessible manner. The course uses current, everyday examples such as the Karate Kid, detergents, the Toronto Blessing, Matrix, and Woody Allen to raise and discuss philosophic problems regarding knowledge, reality, God, morality, and the human condition.
Lower	LHUM 1204 Spanish I for Non-Native Speakers	This course focuses on the development of everyday communication skills in Spanish. Students develop listening, speaking and reading skills through asking and answering questions, providing information, and expressing thoughts and instructions through paired and small-group interactions and role-playing. Through research, videos and discussions, students develop an understanding of key aspects of Hispanic cultures. Students are not expected to have any previous knowledge of Spanish but at the end of the course will be able to use basic vocabulary and sentences in the present tense to deal with simple social situations.

Level	Course Code and Course Name	Course Description
Lower	LHUM 1205 The Representation of Power in Western Art History	In this thematic approach to art history, students will explore Western Art through a contextual examination of the political, social, economic, religious, and spiritual representation of power in the arts. The works of each culture will be examined in the context of dominant philosophies, ideas, and customs of the era in order to investigate the theme of power, either of the divine, of rulers, of societies, of empires, or finally of individuals. Through museum assignments, in-class assignments, and a research paper, students will have the opportunity to explore and evaluate a variety of aesthetic symbols and allusions that give rise to expressions of power. Emphasis will be placed on iconographical, social/political, post-structuralist, post-colonialist approaches to understanding artistic expressions.
Lower	LHUM 1207 Imagining Canada: An Introduction to Early Canadian Fiction	This course uses four classics of early Canadian fiction to investigate the past and draw parallels with the present. We'll enrich our reading by discussing contemporary politics, economics, society, art and architecture of the 19th and early 20th centuries. In addition, we'll investigate the usefulness of dualities like immigrant/indigenous, Tory/reform, nation/colony, and country/city as we make links between the past and similar dualities that exist today. In summary, in this course we use the tools and methods of literary analysis and evaluation in an attempt to answer questions like "Why do literature and the past matter?"
Lower	LHUM 1209 The History of Eugenics	This course examines the development of the Eugenics movement from its conception in the late 19th century through its current manifestation. Various examples of the application of eugenic principles and their results are analyzed to develop an understanding of the apparent universal elements to eugenic endeavours and the unique aspects found in each situation. This course seeks to enhance student's critical analytical skills through the exploration of the inappropriate use of science and theory, which ultimately led to the harming of others. This course challenges students to examine their personal values towards others in light of the information discussed in class and gained through the readings.
Lower	LHUM 1211 Storytelling, Meaning and Influence	Story-telling has become a significant research topic in fields as diverse as psychology, neurophysiology, law, business and organizational behaviour, as researchers and practitioners try to understand how people construct and convey meaning. With print and multimedia examples drawn from a range of disciplines, this online course examines the stories of individuals, organizations and communities. Through primary and secondary research, students will investigate how story-

Level	Course Code and Course Name	Course Description
		telling creates identity, communicates beliefs and value systems and influences behaviour. Students will document stories in their community and create their own multimedia story.
Lower	LHUM 1214 Spanish II for Non-Native Speakers	This course is designed to present essential vocabulary and points of Spanish grammar that are indispensable to communicate. The use of past tense and the vocabulary related to consumer relations is emphasized through oral and written interactions in pair and group work with other students in the class, and with various types of multimedia resources. This is an interactive course that provides ample opportunity to explore and deepen previous knowledge of Spanish language and Spanish and Hispanic cultures.
Lower	LHUM 1216 The Art of the Short Story	Students will be introduced to the rich world of story and its artistic expression in literature. Brief yet profound and supple, the short-story genre offers a unique perspective on human experience. Students will read a variety of works--from writers established and new, Canadian and international, ethnic majority and minority, contemporary and historical, female and male--in order to explore cultural differences as well as shared human experiences. They will examine the stories' form and style (e.g., setting, plot, action, characterization, symbolism, and narration) to gain insight into content. The study of selected literary terms and critical theories, including theories specifically on the short story, will allow students a deeper understanding of the genre and the individual stories.
Lower	LHUM 1218 International Cinema	This film studies course deals with international cinema, excluding the U.S., in terms of its historical and cultural development, critical filmic analysis, and technical aspects of filmmaking. The course considers the major international cinemas that have existed and developed over the years in their own right, creating films which espouse unique geo-political and aesthetic models. It focuses on the premise that, as a result of evolving globalization, international filmmaking has generated a range of critical discussion and debate centered on the exploration of not only the historical and geographical variety of these films and their film cultures but also of the range of theoretical, critical and cultural perspectives which their study has involved. It concludes that, individually and collectively, international cinemas present an alternative to the North American/Hollywood film context as well as an influence on

Level	Course Code and Course Name	Course Description
		that very context.
Lower	LHUM 1220 Race and Racism in the Americas and the Caribbean	Racism, and the categories of race, are pervasive phenomena that occur across the world. Many scholars have argued that the very idea of "race" – the notion that human beings can be divided into groups such as "whites", "blacks", "indians", etc – was first invented in the Americas. But what are races? Does it mean the same thing to be "white", "black" or "Asian" in Canada as it does in Brazil or Jamaica? If colour is rooted in assumptions about biology in parts of North America, does the same hold for Latin America and the Caribbean? Is race simply a delusion, a cover for political and economic domination? Can we aspire to eliminate the idea of race altogether or is its hold too pervasive, its appeal to the mind too great? This course looks at various stages in the development of racial categories in the Americas and the Caribbean. Our readings will include theoretical, ethnographic and literary works, but also our own experiences, the popular media and the language we speak and hear around us. An equally important goal is to develop your ability to write clear, engaging and coherent essays and to express your ideas in the classroom. With this in mind the course is structured to give you the opportunity to work in a sustained way to improve your written and verbal communication.
Lower	LHUM 1222 Comic Books are all Grown Up: Welcome to the Graphic Novel	Are graphic novels nothing more than indulgent popular culture stories of teenage fantasy? How can a "comic book" be the subject of legitimate study? What can we learn from the medium of the graphic novel? Can we learn something about ourselves, our cultures, our history, even about how we reshape mythology to address current cultural paradigms? The emergence of the graphic novel has presented a fertile opportunity to analyse the relationship between the graphically driven medium and its relevance to contemporary mythology and contemporary cultures. The term graphic novel is now generally used to describe any book using sequential art in either an experimental design or in a traditional comic format that resembles a novel in length and narrative development. This course explains the history and development of the graphic novel and its relevance to current trends and issues in contemporary cultures. Students will recognize how the development of the graphic novel relates to and has been influenced by censorship, traditional literary structures, psychological and sociological understandings of person, as well as contemporary questions of existence, aesthetic evaluation, and modes of interdisciplinary inquiry.

Level	Course Code and Course Name	Course Description
Lower	LHUM 1224 Mandarin I for Non-Native Speakers	Mandarin 1 is for non-native speakers who have little or no previous exposure to Mandarin (Conversational). The principal aim of this course is to learn Pinyin (the Chinese phonetic system) and develop conversational skills. Students are introduced to basic Chinese grammar as well as cultural and social conventions. Although students are not required to write Chinese characters, they are encouraged to recognize some of them.
Lower	LHUM 1225 Mandarin II for Non-Native Speakers	This course follows Mandarin 1 and is for students who have some previous exposure to Mandarin (conversational) and Pinyin and can recognize some Chinese characters. In Mandarin 2, students focus on improving their ability to communicate in Mandarin as well as consolidating Pinyin skills after a systematic study of the basic pronunciation and tones. They enhance their conversational skills through extended vocabulary, pronunciation, and sentence structure. Students also expand their knowledge of language and culture through oral comprehension as well as reading, writing, and grammar.
Lower	LHUM 1226 Global Great Thinkers	Great thinkers have existed around the world and across time. Their ideas have been an integral part of social, economic, cultural and political life both in the past and in today's global society. This course takes a cross-cultural historical look at some of the most influential philosophical traditions: comparing Western with Egyptian, Chinese, Persian, Indian, Arabic, and African thinkers. In each tradition the course will examine various thinkers' reflections on the following questions: How should we organize our social, economic, cultural and political life? What is the nature of peace and war? What is the ideal society and how should one live one's life? The thinkers that we will primarily study to answer the above questions are Greek philosophers such as Socrates, Plato, and Aristotle, Chinese philosophers Confucius and Lao Tzu, the Indian sage Buddha, the Persian prophet Zoroaster, the African St. Augustine, and the Arab philosophers Avicenna and Averroes.
Lower	LSCI 1204 Preserving the Planet	A personal computer running 24 hours per day adds about two tonnes of carbon dioxide to the atmosphere each year. When you consider the explosion of computer ownership alone, you can appreciate the growing impact people have on our planet. *Preserving the Planet* is a natural science course emphasizing awareness, conservation, and sustainability of ecological systems. This course will provide students with an understanding of the major principles in the biological and physical sciences. Students will also learn how technology and schools of thought can have both negative and positive impacts

Level	Course Code and Course Name	Course Description
		on biodiversity. With this information, students will gain an understanding of problems and solutions to maintaining natural systems. Students will learn the role of scientific inquiry in ecological studies and apply analysis and critical thinking to issues learned in class and their own research.
Lower	LSSC 1202 Working in the 21st Century	What is happening at work and why? How has work changed over time and what will it look like in the future? How do I secure my future in the midst of economic and job market changes? What roles do government, unions and corporations play in work and production, service economies? Given what we usually hear from media sources, the answers to these questions may surprise your. This interdisciplinary social science course examines the history and future of work, the changing economy, and the role of both unions and management involved in constructing and analyzing current changes.
Lower	LSSC 1203 Introduction to Canadian Politics	How does politics affect your life and future? What happens to Canada if Quebec separates? Can aboriginal self-government work? Is there a Canadian national identity? Is Canada even governable any longer? This course introduces students to major debates and questions in Canadian politics and society and the more enduring problems underlying these issues. The aim is to foster the student's capacity to develop their own interpretation of Canadian politics and society.
Lower	LSSC 1204 Sociological Inquiry	This course introduces you to the language and practice of sociological inquiry, the workings of modern society, and the rise of globalization. Some of the topics we will address as we explore the puzzles and contradictions of our social world include everyday rituals, family life, gender and sexuality, poverty and inequality, the workplace, the mass media, and the particularity of Canadian culture.
Lower	LSSC 1206 Aboriginal Education in the Canadian Context	This course offers an overview of Aboriginal Peoples and education in Canada. The course looks at education in a historical and present-day context, including ways in which Indigenous communities educated their children prior to European contact. It examines the Canadian state's policies on education of Aboriginal peoples and explores education in Indigenous communities today. Specifically, the course provides an understanding of residential schools and their impact on the lives of Aboriginal peoples, families and diverse communities. Additionally, students will look at the various ways in which Aboriginal people continue to challenge and resist colonial education and reclaim education for themselves and their communities.

Level	Course Code and Course Name	Course Description
		The main aim of ***Aboriginal Education in the Canadian Context*** is to provide students with a framework for understanding the historical and contemporary issues surrounding Aboriginal education in Canada. It is hoped that through this course students will gain critical insights into the lives and educational attainment of Aboriginal peoples.
Lower	LSSC 1212 Introduction to Psychology	This course introduces the student to psychology, the scientific study of behaviour and mind, by examining the basic principles of psychology and their application to everyday experience. The course surveys various fields in psychology including, the brain and genetics, learning, consciousness, memory, stress and health, psychopathology and psychological therapies.
Lower	LSSC 1213 Introduction to Geography	This course will introduce students to the major themes in physical and human geography. It represents a broad spectrum of courses available in geography. With a focus on Canada, students will survey and investigate the role of maps and location, urban, regional, physical, cultural and environmental topics. The course will provide a framework to explain and familiarize students with geographical concepts, including the breadth of geographic enquiry. Students will learn about the relationship between the various branches of geography and place and space. Fundamental Themes in Geography is an integrated course that studies many aspects of the physical and cultural environment. This course provides a basis for an understanding the spatial organization of the world in which we live.
Lower	LSSC 1214 Development across the Lifespan	This course will provide an introduction to the major themes and theories underlying developmental psychology across the lifespan. The processes of development, from conception to death, will be covered, including the intersections among physical growth, perception, cognition, personality and social development. The application of developmental psychology to educational and social issues will also be discussed.
Lower	LSSC 1215 Understanding America	Alongside the many popular images of "America" presented to both Americans and the world there is an "other America" – a complex society of competing convictions, ideas, and institutions that Americans live within and experience every day. This course explores this phenomenon by providing a general introduction to American society and culture through seminars and field visits to sites in central Pennsylvania, Philadelphia, and Washington, D.C.

The course examines the "idea of America" in an historical |

Level	Course Code and Course Name	Course Description
		context, and investigates the cultural practices and ideas, social values and institutions, as well as the political and economic systems central to how the United States is organized. Topics include social class, race and ethnic relations, crime and punishment, the military, religion, and popular culture in the United States. *NOTE: **The course is an academic field trip, not a tour**. It involves bus and train travel, substantial walking, and using city transit as well as staying in hotels and residences. Students should bring along a small pack for day use and only what you will be able to carry yourself as luggage.*
Upper	LHUM 1302 Sacred Nature: Examination of Cultural Ecology	This course offers an introduction to the principles and fieldwork behind cultural ecology. Cultural Ecology uses research approaches from cultural anthropology, archaeology, and historical ecology to understand humans' culturally-shaped behaviours, and their interactions with the environment. By studying various strategies of cultural adaptation as patterns of subsistence and flexible techniques for exploiting resources, students develop an understanding of and an analytical approach to modern environmental issues.
Upper	LHUM 1310 The Search for Meaning: Existentialism	This course focuses on the inter-connecting themes of the individual self, the modern world, and the problem of existence. It explores the human experience of love, death, self, meaning, freedom, truth and value through the use of art, music, film and the philosophic texts of classic existential thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre and Camus.
Upper	LHUM 1319 Global Justice	The onset of globalization has coincided with the emergence of a variety of calls for "global justice", reform and alternative forms of globalization. The desire for global justice and alternative globalizations emerges from economic, cultural, ecological and political trends. This course is interdisciplinary in nature, combining perspectives from history, sociology, anthropology, political science, economics, philosophy and civil society to explore the meanings of global justice and alternative globalization, their central policy proposals, institutional structures and the new forms of social experience that are producing the desire for greater transnational and international equality. The course focuses on the intersection between appeals for economic redistribution, cultural recognition, environmental sustainability, and political representation. It pays close attention to the relationship between various forms of social inequality such as racism, sexism, classism and sexuality. Further issues to be explored

Level	Course Code and Course Name	Course Description
		will include the role that corporations, cultural producers, civil society, states and Canadian writers and organizations are having in shaping calls for global justice.
Upper	LSCI 1301 Troubled Waters: Our Future and the Global Ocean	The global ocean is our life-support system. Covering nearly three-quarters of Earth's surface, the oceans produce half of the oxygen in our atmosphere, regulate temperature and climate, and govern nutrient and chemical cycles that sustain all living things, including you. The oceans, however, are in distress. Pollution and unsustainable seafood harvesting are causing fundamental changes throughout the ocean system that will result in dire consequences unless our habits change substantially. Students investigate what is happening to our oceans and the ecological consequences of human-influenced changes in ocean temperature, oxygen, acidity, and biodiversity. Through readings, videos, and class discussion, students learn about human impacts on the ocean and how ocean change will affect not only us but life in general. Students learn the importance of scientific study of the world's oceans and apply analysis and critical thinking to issues learned in class and through independent research.
Upper	LSSC 1301 Deviance and Society	Youth gangs, crime news, homicide, the sex trade, psychiatry, domestic violence, and commercial crime. These are some of the examples this course explores in order to better understand deviance, social control, our selves and our society from a sociological perspective. Analytically, we will examine the social construction of deviance; informal and formal means of social control; the role of the media in constructing deviance and legitimizing social control; and the issue of deviance in relation to the human condition.
Upper	LHUM 1303 Philosophy of Love and Sex	In this course, we will be reflecting on Western theories concerning some of the feelings, behaviours and ideals that we are most familiar with, but remain the most mysterious. What is it that we really *want* when we fall in love, and when we feel sexual desire? How are love and sex connected to pleasure, to power, to loneliness, to family relations, to friendship, to religion and spirituality, to death, to nature as a whole, and to wisdom? We will explore such questions by reading philosophical, psychoanalytic, and mythological texts, complimented by analysis of representations of sex and love in contemporary music, film and television.

Level	Course Code and Course Name	Course Description
Upper	LSCI 1303 Cognitive Science	Why do you turn off the radio when you're driving to a new destination? Why is learning to speak easier than learning to read? Is eyewitness testimony reliable? This course examines the cognitive structures and processes involved in perception, attention, memory, language, reasoning and problem solving. This interdisciplinary course incorporates psychology, neuroscience and linguistics to explore the theoretical, empirical and practical applications of human thought and behaviour.
Upper	LSSC 1304 Dying, Death and Bereavement	This is an advanced elective examining one of the most provocative taboo topics for humans; dying, death and bereavement. The anxiety which this 'forbidden subject' promotes in many people drives the topic into the realm of the never seriously discussed, except when confronted by the dying or death of a relative, friend or one's self. This course provides the student with opportunities for developing understanding of dying, death and bereavement practices, insight into current issues in the broader field of thanatology and potentially an enhanced ease with the topic. Employing psychology, sociology, cultural studies and anthropology the student explores a range of topics including: the roots of current orientations to dying, the rise of the modern dying and death industries, changing trends in memorialization, the potential symbolic meaning of recent past and present funeral practices, and our developing understanding of bereavement.
Upper	LSSC 1308 Genocide: The Holocaust, Cambodia and Rwanda	This course focuses on three genocides which occurred in the 20th century: the Nazi holocaust, 1933-1945, which inspired the creation of the term genocide; the Khmer Rouge and Cambodian genocide, 1975-1979; and the Rwandan genocide, 1994. As an introduction, the course explores the various elements creating the conditions leading up to and the carrying out of the genocide. The contemporary response by people within and outside the various countries where the genocide occurred will be reviewed. The course provides an opportunity to examine the similarities and differences between the three genocides, as well as some of the key issues within the field of genocide studies.

4.6   Course Schedule 1 (Removed for Web Version)

4.7   Course Schedule 2

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
Year 1					
Semester 1	American Sign Language I	70		Not applicable	M.Sc. M.A. Ph.D. B.A. (Exception Granted)
	Deaf Studies	28		Not applicable	M.Sc. M.A. M.A. Ph.D. M.Sc.
	Sociolinguistics for Interpreter Students	42		Not applicable	M.Ed. Ph.D. Ph.D. Ph.D. M.A.
	Introduction to the Interpreting Profession	28		Not applicable	M.Ed. M.Ed.
	Liberal Studies Elective		42	Not applicable	M.A., Ph.D. preferred
	American Sign Language II	70		Pre: American Sign Language I	M.Sc. M.A. Ph.D. B.A. (Exception Granted)
	Cross-cultural Interactions	28		Pre: Deaf Studies	M.A. M.A.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
Semester 2					B.A. (Exception Granted) M.Ed.
	English Processing Skills	28		Pre: Sociolinguistics for Interpreting Students Co: ASL Processing Skills	M.Ed. M.Ed.
	ASL Processing Skills	28		Pre: American Sign Language I Co: English Processing skills	M.Sc. M.Ed.
	Liberal Studies Elective		42	Not applicable	M.A., Ph.D. preferred
Year 2					
Semester 3	American Sign Language III	56		Pre: American Sign Language II Pre: ASL Processing Skills	M.Sc. B.A. (Exception Granted) M.A. Ph.D. M.A.
	Introduction to Research	42		Not applicable	Ph.D. Ph.D. Ph.D. Ph.D. Ph.D. Ph.D.
	Health and Wellness	28		Not applicable	B.A. (Exception Granted) M.Sc.
	Service Learning I	28		Pre: Cross Cultural Interaction Co: American Sign Language	M.A. M.A.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
				III	
	Values, Ethics and Professional Practice	28		Pre: Introduction to the Interpreting Profession	M.Ed. M.Ed. M.Sc.
	Liberal Studies Elective		42	Not applicable	M.A., Ph.D. preferred
Semester 4	American Sign Language IV	56		Pre: American Sign Language III	M.Sc. B.A. (Exception Granted) M.A. Ph.D. M.A
	Interpreting I	42		Pre: English Processing Skills Pre: ASL Processing Skills Co: Interpreting Essentials Co: Introduction to Translation & Discourse Analysis	M.Ed. M.Sc. M.Ed. Ph.D. M.A.
	Interpreting Essentials	28		Pre: English Processing Skills Pre: ASL Processing Skills Pre: Introduction to the Interpreting Profession Co: Interpreting I Co: Introduction to Translation & Discourse	M.Ed. M.Ed.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
				Analysis	
	Service Learning II	28		Co: American Sign Language IV Pre: Service Learning I	M.A M.A
	Introduction to Translation & Discourse Analysis	28		Pre: ASL Processing Skills Pre: English Processing Skills Co: American Sign Language IV Co: Interpreting I	Ph.D. Ph.D. MSc. MSc. Ph.D. Ph.D. M.Ed.
	Liberal Studies Elective		42		M.A., Ph.D. preferred
Year 3					
Semester 5	American Sign Language V	56		Pre: American Sign Language IV	M.Sc. M.A. Ph.D. M.A.
	Interpreting II	42		Pre: Interpreting I Pre: Interpreting Essentials Co: Interpreting Interaction: Community I Co: American Sign Language V	M.Ed. M.A. M.Ed. M.Sc. Ph.D.
	Interpreting Interaction: Community I	56		Pre: Interpreting I	M.Ed.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
				Pre: Interpreting Essentials Co: Interpreting II Co: American Sign Language V	M.A. M.Ed. M.Sc. M.Sc. Ph.D.
	Interpreting Practicum Seminar I	28		Co: Interpreting II Co: Interpreting Interaction: Community I Pre: Service Learning II Pre: Interpreting Essentials	B.A. (Exception Granted)
	Liberal Studies Elective		42		M.A., Ph.D. preferred
Semester 6	Dynamics in the Deaf Community: Contrastive Analysis	28		Pre: Deaf Studies Pre: Cross-cultural Interactions	MSc. M.A. M.Ed. M.Sc. Ph.D.
	Interpreting III	42		Pre: Interpreting II Pre: Interpreting Interaction: Community I Pre: Interpreting Practicum Seminar I Co: Interpreting Interaction: Community II	M.Ed. M.A. M.Ed. M.Sc. Ph.D.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
				Co: Translation and Discourse Analysis II	
	Interpreting Interaction: Community II	56		Pre: Interpreting II	M.Ed. M.A.
				Pre: Interpreting Interaction: Community I	M.Ed. M.Sc. M.Sc.
				Co: Interpreting III	Ph.D.
				Co: Translation and Discourse Analysis II	
	Translation and Discourse Analysis II	28		Pre: Introduction to Translation & Discourse Analysis	Ph.D. M.Sc. M.Sc. Ph.D.
				Co: Interpreting Interaction: Community II	M.Ed.
	Liberal Studies Elective		42		M.A., Ph.D. preferred

Work placement – Mandatory 14-week Internship

Prerequisites: Interpreting Practicum Seminar I, Interpreting III, Interpreting Interaction: Community II, American Sign Language V

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
Year 4					
	ASL VI	42		Pre: American Sign Language V	M.Sc. M.A. Ph.D.
	Interpreting IV	56		Pre: Interpreting III	M.Ed. M.Ed.
				Pre: Interpreting Interaction:	M.A.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
Semester 7				Community II Co: Interpreting Interaction: IPE Co: American Sign Language VI	Ph.D. M.Sc. Deaf Education
	Interpreting Interaction: IPE	42		Pre: Interpreting III Pre: Interpreting Interaction: Community II Co: Interpreting IV	M.Ed. M.Ed. M.Sc. M.A.
	Research in Interpreting Studies	42		Pre: Introduction to Research	Ph.D. Ph.D. Ph.D.
	Liberal Studies Elective		42		MA, Ph.D. preferred
Semester 8	Business Basics for Entrepreneurs	28		Not applicable	M.Ed. M.Ed.
	Interpreting and Technology	28		Pre: Interpreting Interaction: IPE	M.Ed. M.Ed. M.Ed.
	Situated Learning: Interpreting Collaborations	56		Pre: Interpreting IV Pre: Interpreting Interaction: IPE Pre: American Sign Language VI	M.Ed. M.Ed. M.Sc. M.A.

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-core Course Semester Hours	Course Prerequisites and Co-requisites and restrictions	Highest Qualification Earned
	Interpreting Practicum Seminar II	28		Pre: Senior Internship Pre: American Sign Language VI Co: Situated Learning: Interpreting Collaborations	B.A. (Exception Granted)
	Liberal Studies Elective		42		M.A., Ph.D. preferred
Subtotal Course Hours		1,344	336		
Total Program Hours = 1,680		**80%**	**20%**		

4.8 Work Experience

4.8.1 Work Experience Requirements

Throughout the four years of the Bachelor of Interpretation (American Sign Language – English) program, students will participate in three forms of professional work experience:

1. **Service Learning:** This is a form of experiential learning that requires students to engage in collaborative learning in the community through service provision, allowing for demonstration of concrete application of theory, skills and knowledge. Students do not do any interpreting while participating in service learning.

   In service learning, which occurs in the second year of the program, students are placed in a Deaf community social service agency or organization with a focus on using their existing ASL skills and current cultural knowledge to interact with and work with members of the Deaf community. In collaboration with faculty and members of the Deaf community, students are assigned a project based on a specific community or agency need. Examples of service learning projects include:

   - Working with Deaf New Canadians
   - Being involved in a literacy program
   - Helping teachers create learning materials for classes
   - Planning an event for a Deaf organization
   - Assisting in the actual running of events
   - Working at a Deaf pre-school program or with Deaf seniors

   Experience through Service Learning enhances a student's ASL skill development and supplements classroom learning. Students learn the value of relationship building within the Deaf community and better appreciate the mutual benefits to both student and community, as students are given the opportunity to not only participate in authentic interactions, but also respond to community needs. Service learning takes place in Semesters 3 and 4 with a Deaf field Liaison one day per week (60 hours per semester).

2. **Practicum:** Students participate in two practicum experiences within the Deaf community in Semester 5 and in Semester 8. For each of the two practicum experiences, students are placed with a freelance or staff interpreter for one day per week (60 hours).

3. **Internship:** After Semester 6, students are required to complete a 14-week interpreting internship. The internship structure that will be used is well accepted by the Deaf community being served. In this structure, the student intern works under close supervision of a professional interpreter. This provides an authentic context, supervised by an experienced interpreter, and is an integral facet of learning as students develop real world experience in a high demand field. Since most ASL-English interpreters in Ontario are sole proprietors/independent contractors, students will likely participate in an internship placement with a professional interpreter who is self-employed. This type of internship allows students to not only observe interpreters at work, but also understand the opportunities and challenges of responding to the needs of a potential range of clients, including social service agencies, school boards, community agencies, and post-secondary institutions.

   George Brown acknowledges that PEQAB guidelines state the 14-week work component should be a paid learning experience. However, in the internship structure, the professional interpreter taking on

---

the student intern does not derive any immediate advantage from the intern's work. The student intern does not displace a working interpreter, rather, the student works under close supervision of the professional interpreter throughout the internship. In addition, since the intern will likely be training with a self-employed interpreter, a requirement that the student be paid would place a financial burden on the participating interpreter. Paying the intern would effectively mean that the professional interpreter would be paid less for their own work, in addition to investing the time needed to supervise the intern. For these reasons, it is not feasible for the14-week internship to be a paid experience.

The inclusion of work experience into the program structure is as follows:

Year	Semester	Description	Link to Academic Courses
1	1	Academics – on Campus	
	2	Academics – on Campus	
2	3	Academics – on Campus & Field Service Learning in community agency 1 day per week for 10 weeks	Service Learning I Cross Cultural Interaction

Deaf studies Introduction to the Interpreting Profession Sociolinguistics for interpreter students |
	4	Academics – on Campus & Field Service Learning in community agency 1 day per week for 10 weeks	Service Learning II Introduction to the Interpreting Profession Cross Cultural Interaction Values, Ethics and Professional Practice
3	5	Academics – on Campus & Field practicum with community agency staff interpreters or with freelance interpreters 1 day per week for 10 weeks	Interpreting Practicum I Values, Ethics and Professional Practice, Interpreting Interaction: Community I, Interpreting II
		Academics- on Campus	Interpreting III, Interpreting Interaction: Community II, Values, Ethics and Professional Practice, Field Exploration Seminar
Commencing the end of Year 3 spring		Internship with community agency staff interpreter (s) or with freelance interpreters for 14 weeks during spring/summer between Year 3 and Year 4	Interpreting III, Interpreting Interaction: Community II, Values, Ethics and Professional Practice,
4	7	Academics – on Campus	
	8	Academics – on Campus & Field practicum with freelance or community agency staff interpreters - 1 day/week	Interpreting and Technology, Interpreting Interaction: IPE, Situated Learning: Interpreting Collaborations

This program structure allows for many of the work experiences to occur concurrently with in-class study such as language development, interpreting theory, skill acquisition, ethical and professional deportment

and business practices. Course objectives will be closely linked to the work experiences and provide opportunities to enhancing workplace readiness competencies.

4.8.2   Work Experience Opportunities

Through George Brown's existing American Sign Language Interpreter diploma program, the School of Social and Community Services has established processes and have dedicated staff in place to facilitate field practicum/internships. In addition, faculty members are actively involved in facilitating partnerships with industry practitioners to optimize work experience opportunities for the students. Field practicum experiences for current students are primarily available at agencies within the province and around the Greater Toronto Area (GTA) with freelance or staff interpreters. In addition, the College continues to pursue further opportunities in other provinces, as well as identify international opportunities (USA) with freelance or staff interpreters.

The work experience structure developed for this degree is designed to include the principle that an academic program combined with relevant and authentic work experience is an effective model toward preparing students as practitioners of interpreting services. While academic terms are devoted primarily to fundamental and theoretical studies, experiential integrated learning allows students to observe how theory is implemented in practice, as well as acquiring experience in their areas of career interest. In this way, academic rigor and exposure to practical experiences complement one another as students make a gradual supervised transition from the academic setting to an authentic work environment.

Students receive exposure to diverse populations within individual, family and community contexts. In addition, they are exposed to a wide range of community services through the different populations that are served within the interpreting field. Students engage in various activities throughout their practicum experiences such as observation, preparation for assignments, enhancement of interpreting strategies, skill acquisition, provision of interpreting services, self-assessment, peer assessment, process management strategies, and how to provide collegial and professional support within an interpreting team.

To enhance work experience, George Brown is innovative in its use of various forms of supports. Technology, such as iPads, is used by students in remote practicum settings as well as for undertaking preparation for the interpreting experience, maintaining contact with faculty, and performing self and peer analysis.

The opportunity for insight and ongoing self-reflection and self-assessment gained through the work experience components will be of significant value to the student's future as a practitioner of ASL-English interpreting. Practical opportunities supported by supervision from professional practitioners will enable those with a career orientation to create connections between their academic studies and their practical experiences leading to them becoming life-long learners within the field of ASL-English interpreting.

Given that students will be working with vulnerable populations such as patients, the elderly, children, and persons with disabilities employer organizations will legally require students to have a clear vulnerable sector police check. Additionally, students might require mandatory inoculations to enable access to health care environments.

4.8.3 Work Experience Learning Outcomes and Evaluation

Learning Outcome	Work Experience Link with Learning Outcome	Evaluation of Student
By the end of the internship, students will have demonstrated the ability to:	*During the work experience, students may perform some or all of the following types of tasks with support towards achievement of program learning outcomes:*	*Question(s) on the Employer Evaluation):*
1. Demonstrates effective interpreting competencies, taking into consideration contextual analysis and critical thinking and reasoning as they relate to each communicative event	• Make decisions regarding the use of CI or SI. Use of Process Management techniques • Engage in self-analysis / reflection of interpreting experience using the Demand-Control Schema • Post interpreting debrief with supervisor regarding challenges encountered • Meet with Field Placement Supervisor to discuss strategies that would be applicable to the interpretation	Initiative Judgment Creativity Critical thinking Quality of Work Demand- Control Schema Interest in Work Quality of Work
2. Perform professionally as part of an interpreting team exercising emergent professional judgment as it relates to determining appropriate interpreting strategies for meaning based interpretations	• Collaborate with the interpreting team –to find appropriate and innovative solutions to challenges. • Anticipate actions required to support the consumers, colleagues, (interpreters) • Identify workflow processes and areas that could be improved.	Initiative Creativity Judgment Teamwork Critical Thinking Process Management Demand Control Consequence Resulting Demand
3. Garner feedback from consumers and colleagues to improve areas of focus while practicing self-reflection strategies with the goal of improving interpreting proficiencies	• Communicate effectively with members of the interpreting team. • Participate in pre and post meetings. • Use listening skills in order to correctly incorporate feedback and support from supervisor. • Identify and integrate behaviours that contribute to success in the profession.	Communication, verbal Communication, written Interpersonal skills Intercultural competencies Interest in Work Initiative
4. Communicate professionally in all correspondences when conversing with consumers in both ASL and English.	• Discuss requirements of job and performance with supervisor • Exhibit appropriate behaviours with colleagues and consumers • Accept and incorporate feedback from all consumers	Organization & planning Ability to Learn Quality of Work Dependability Attendance Punctuality
5. Explain the role of an interpreter and describe strategies for working effectively with an interpreter to consumers and through stakeholder presentations.	• Communicate effectively with members of the interpreting team. • Participate in meetings. • Use listening skills in order to correctly incorporate feedback and support from supervisor.	Leadership qualities Professional deportment Professional Behaviours Effective Communication Quality of Work

Learning Outcome	Work Experience Link with Learning Outcome	Evaluation of Student
6. Exhibit professional and ethical behaviours and judgments at emergent level, in addition to cultural and linguistic sensitivity and deportment when working with colleagues and consumers	• Exhibit appropriate behaviours with colleagues and consumers. • Discuss requirements of job and performance with supervisor. • Determine readiness to attempt interpreting • Accept and incorporate feedback from all consumers	Critical thinking Analysis Cross-Cultural sensitivity Interpersonal skills Respectful behaviours Attendance Punctuality Dependability Team work Quantity of Work
7. Organize and manage time and resources as part of the preparation process for interpreting events.	• Communicate effectively with members of the interpreting team. • Participate in meetings.	Organization and planning Planning Preparation for work

4.8.4   Support for Work Experience

The students' work experience will be supported through a collaborative partnership that includes the student, a College Field Liaison, and the Field Employer/Supervisor. WSIB coverage of students will be provided while on placement or internship experience. Mid-point and final check-in with both students and Field Employer/supervisors will be conducted by College faculty. As such, the College Field Liaison will provide annual training of new placement agencies /organizations and Field Employer/Supervisors. Internship placement manuals to describe college expectations of student role, College role, faculty role and supervising role will be detailed as follows.

Field Liaison:
• A Field Coordinator will be assigned to the program to secure appropriate placements. Prior to commencing a field placement/internship component, students will have the assistance of a George Brown Field Coordinator to explore their interests, prepare for interviews, facilitate interview meetings, and receive feedback. The Field Coordinator will provide students with the tools, support and resources for obtaining a placement.

• Every year as applicable, the program will update its database and tools (résumé template, placement contract, etc.). Students will be responsible for creating an appropriate résumé, attending scheduled interviews, discussing and agreeing to placement functions, and working with the Field Liaison to confirm all details of the placement. This process will also assist students to develop skills to secure employment in the future.

Field Employer/Supervisor:
• Once students are in a placement, they will obtain the support of the employer/supervisor as well as the continued direct support of the College Field Liaison. These supports will provide students with further theoretical training and assistance with the integration of theory and practice.

All parties will receive a field manual, which will clearly define roles, responsibilities and expectations for all participants. The field manual will outline Standards and Criteria for all parties and will serve to encourage everyone to be actively responsible for student success.

Excerpts from the College's current Standards and Criteria sections of a field manual:

Field Placement Standards and Criteria:

This document is designed to outline the field placement standards and criteria that will provide clarification of the performance standards in order to encourage, support self-confidence, professional development, and minimize ambiguity and confusion for the student. The "performance standards" explain when and how to carry out the tasks, degree of difficulty, how will it be measured.

The success of students learning and developing of their skills relies on how clearly defined the tasks are conveyed during the instruction phase. Clearly outlined tasks will guarantee that the student knows what the Field Supervisor/team member(s) mean and precludes any misunderstanding that will interfere with learning.

Responsibilities of the Student is to:

1. Attend 100% of their field placement. However, repeated absences or lateness will not be tolerated; all attendance expectations must be met, or result in a failing grade.
2. Demonstrate readiness and accept responsibility for field placement learning by treating the internship/placement as a professional assignment, this includes learning and adhering to agency policies and procedures (for staff interpreters) or freelance interpreters, attendance and satisfactory grades in all prerequisite courses, and satisfactory field evaluations.
3. Have in-depth knowledge and adhere to the policies, procedures and expectations outlined in the Field Placement Manual, this includes completing a criminal background check
4. Develop and maintain positive working relationships with the Field Supervisor, Faculty Field Liaison, staff, clients, and community members.
5. Interpret under the supervision of the professional interpreter, teaming with the interpreter, providing and taking cues/corrections, supporting the interpreter, preparing with the interpreter, participating in debriefing sessions after the interpretation with the interpreting team and consumers.
6. Must complete and sign the Ministry of Education's Work Education Agreement Form with their Field Supervisor. The student must retain a copy, one copy to the Field Supervisor, and a copy returned to the practice course professor or program coordinator.
7. Must conduct themselves in a professional and ethical manner with agency staff, Field Supervisor, consumers, and community partners by adhering to the Association of Visual Language Interpreters of Canada's (AVLIC) Code of Ethics and Guidelines for Professional Conduct.
8. Maintain student membership status with AVLIC prior to commencing practicum or internship experiences with working interpreter.
9. Finance their own transportation to and from the field placement agency, and must be available to work the specified contract hours; students cannot set their own work hours.
10. Inform the Field Supervisor and Faculty Field Liaison of any connections with agency staff, or clients prior to the placement, or disclose this information right away on discovery.
11. Be accountable and responsible for weekly time logs and monthly reflective journal; the weekly log must be signed by the student, Field Supervisor and presented to Faculty Field Liaison when s/he visits.
12. Organize and prepare for weekly scheduled field instruction meeting .

13. Collaborate with the Field Supervisor and Faculty Field Liaison on a safety plan if the student is working evening hours and/or the agency is located in an isolated or troubled area. This plan should be developed and put in place at the start of placement.
14. Seek out; ask questions and use field instruction and feedback when applicable. Failure to act will impact grade, or result in failure of the Field Placement.
15. Complete the Learning Agreement with the Field Supervisor within the first three weeks; a signed copy must be handed to the Faculty Field Liaison and one submitted to faculty of the Field Seminar class by the end of the fifth week. The Learning Agreement is graded by the faculty of the Field Seminar class and is used by the Faculty Field Liaison in determining a placement grade.
16. Prepare and update, when necessary the learning agreement and provide copies to the Field Supervisor and Faculty Field Liaison.
17. Discuss with the Field Supervisor any discontent, confusion, crisis, difficulties, or questions with regard to the fieldwork. If a conflict arises and a resolution cannot be achieved between the Field Supervisor and the student, the student must promptly notify her/his Faculty Field Liaison.
18. Attend and maintain regular attendance to their assigned practice course. If the student is unable to attend, she/he is responsible for telephoning/emailing and notifying the faculty concerned.
19. Remain open and flexible to accommodating hours that may occur outside of a "regular" work day as opportunities for interpreting experiences will vary between supervisors.
20. Inform their Faculty Field Liaison if they are unable attend the placement setting. If the student is absent more than 1 day due to illness during Field placement he/she must make up days missed and inform their Faculty Field Liaison immediately to negotiate a plan to make up the missed hours.
21. Be allowed one sick day in each semester and should have a working knowledge of the Field Supervisor's policies and procedures regarding absenteeism and tardiness.
22. Dress suitably for interpreting situation /environment what and use language that is appropriate at all times.
23. Follow the appropriate processes for terminating a field practicum. Inappropriate termination of a field placement by a student without the applicable process and approval of Faculty Field Liaison, or Field Coordinator will result in a failing grade.
24. Only engage in supervised interpreting assignments. The student is not to accept unsupervised interpreting assignments.
25. Demonstrate cultural and linguistic sensitivity when communicating with others
26. Actively participate in all practicum evaluations.
27. Complete paperwork as required or requested of the Field Supervisor (criminal reference check, TB testing, submission of resumes and video recorded samples of work, membership with OASLI/AVLIC) etc.
28. Provide a written evaluation of the field placement experience upon completion of each one.

Responsibilities of the College and Field Liaison is to:

1. Be the contact person during the Field Placement. They are responsible for providing guidance to the Field Supervisor, monitor progress, and evaluate the appropriate learning that is taking place for students.
2. Have a working knowledge and familiarity with and follow the field placement policies and procedures.
3. Contact the agency by telephone, email or in person to verify the person directly responsible for the student's field supervision and evaluation.
4. Ensure that the Field Supervisor has all pertinent forms; verify dates, hours of placement and field supervision time for student, and the responsibility of having a weekly signed time log.

5. Set up appropriate meeting with the Field supervisory interpreter involved with the student's placement; and ensure the interpreter has the proper names and telephone numbers in case of a crisis, concerns, or other information.
6. Establish and maintain professional relationship with the placement agency.
7. Be available by phone or email to respond to questions or concerns from the Field Supervisor or students within a timely fashion.
8. Be responsible for visiting the placement upon request and approval by the Field Supervisors.
9. Consult with Field Supervisors if a student requires more supervision or has difficulty with carrying out the tasks delineated in the learning agreement, attendance, mid-course or final evaluation.
10. Remove student(s) from the placement site if it is not suitable, or inconsistent with the school policies and procedures.
11. Encourage and facilitate discussions with the Field Supervisor, and the student in order to obtain feedback about the student's placement experience.
12. Supervise the successful completion of field placement that include:
    a. Learning Agreement and its performance indicators
    b. Precise performance evaluation
    c. Follow policies and procedures outlined in this Field Placement Manual.
13. Evaluate all aspects of the student's field placement learning before assigning a Pass/Fail grade.
14. Maintain appropriate records of student and Field supervising interpreter contact; this includes collecting the evaluation forms and providing appropriate feedback to interpreter, student and program.
15. Write a detailed letter outlining the reasons and concerns if a student is terminated or fails the field placement. The letter must include examples, and dates.

Responsibilities of the Field Supervisor/Employer is to:

1. Debrief and prepare agency staff or consumers for the incoming placement student(s), which include an orientation plan, adequate workspace, introduction to staff members, appropriate tasks that are in line with the interpreter's role, and weekly supervision time.
2. Demonstrate a commitment to the student(s) field education and to provide an environment that is safe and free from discrimination and harassment.
3. Educate the student(s) on the agency services, populations, policies, regulations, etc.
4. Make clear the appropriate status for the student: The student is to be considered a "professional in training"; and to differentiate the role of the student, and explain said the role in relation to consumers and colleagues
5. Appraise the student's learning, and performance through direct supervision, assigned tasks, and observation of the student carrying out the assigned tasks.
6. Prepare and educate students on universal precautions. The student(s) should be informed and made clear if the student(s) requires necessary inoculations to carry out their placement with the supervising interpreter.
7. Be available as per the agreement with the school's requirements and have sufficient time during the workday to provide 1 hour per week supervision or as negotiated with the student and Faculty Field Liaison.
8. Plan and make available appropriate learning experiences for the student; the learning experience could include participation in staff meetings(with staff interpreters), shadowing staff, performing preparation for assignments, team interpreting with the field supervisor, cues/takes corrections, supporting the working interpreter, debriefing with interpreting team and consumers.

9. Prepare evaluations and provide feedback, which will be submitted to the Faculty Field Liaison; the evaluations should take place at both the mid-term and at the end of the placement. However, the Faculty Field Liaison decides the final grade of taking into consideration all tasks performed.
10. Attend field placement meetings when requested in accordance with school policies
11. Notify the Faculty Field Liaison of any major changes to the work schedule of the interpreter, which may impact the placement experience for the student;
12. Serve as a model for professional interpreting behaviour.

Plans to Develop Placement/Internship Opportunities:
Survey disseminated to the Ontario sign language interpreting community was collected and analyzed to determine needs for training and support to be offered by program faculty from the ASL-English Interpreting Program. The faculty of the interpreting program will look to leverage current placement opportunities in addition to continuing to explore external and internal college partnerships to provide both authentic and semi-authentic work experiences for students.

Types of placements:
Primarily self-employed/freelance interpreters who may work in social service agencies, school boards, community agencies, post-secondary institutions and staff interpreters.

4.9   Course Outlines (Removed for Web Version)

4.10   Bridging Pathways

4.10.1 Description of Bridge Pathways

George Brown is in stakeholder consultation regarding the development of two bridge pathways into the degree program:

1. **Diploma to Degree – Advanced Standing Pathway:**
   Since George Brown offers the only Ontario post-secondary diploma program in this field, its ASL-English Interpreter three-year diploma is currently considered an employer standard for new hires. As detailed in Section 13 – Economic Need, employer and industry consultations conducted over the last three years strongly indicate the need for this standard to be raised to a degree credential.

   The trend toward a degree credential is not limited to Sign Language Interpreters; employers are increasingly expecting language interpretation professionals, whether between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL) to have a baccalaureate. A degree is recognized as providing interpreters with the curriculum necessary to develop the critical thinking skills needed to appreciate the intricacies of both languages. With an increasing number of Deaf and hard of hearing persons gaining access to post-secondary education, pursuing careers in a wide range of professions, and attaining higher positions in respect to career and work, the requirements for sign language interpretation are also becoming more sophisticated, often requiring translation of advanced and complex concepts.

   Given the employer and industry need for a baccalaureate program, George Brown College has made the strategic decision to sunset the ASL English Interpreter diploma program (AEIP) when the degree program is launched. Based on all our discussions and feedback received to date, the transition from diploma to degree has the full support of the community and profession it serves.

   George Brown College will continue to offer the AEIP three-year diploma until the proposed degree program is approved and launched. Once the degree program begins, admission into the diploma will be suspended. Existing diploma students will have an opportunity to transfer into the degree program after completion of the second year of the diploma or continue in the diploma program until they graduate.

   While a detailed gap analysis is still being conducted, it is anticipated that diploma students who apply for advanced standing into the degree after second year will be required to take a bridge semester before they enter Semester 5 of the degree program. This bridge semester will include, at a minimum:
   - Introduction to Research Methods
   - Lower level Liberal Studies course
   - At least two degree courses (to be identified) from the lower level.

2. **Degree Completion Pathway:**
   Graduates of the ASL English Interpreter advanced diploma program will have access to a degree completion pathway. George Brown College is currently working with stakeholders and curriculum specialists to determine the number of eligible credits toward entry into the degree. Until a pathway is developed and approved through the College's internal processes, the required bridge courses will be determined on a case-by-case basis.

4.10.2 Bridging Course Descriptions

This section is not applicable for the Bachelor of Interpretation (American Sign Language – English) submission.

4.10.3 Bridging Course Outlines

This section is not applicable for the Bachelor of Interpretation (American Sign Language – English) submission.

4.10.4 Gap Analysis

This section is not applicable for the Bachelor of Interpretation (American Sign Language – English) submission.

Section 5: Program Delivery

5.1 Quality Assurance of Delivery

George Brown College has a comprehensive process for the development and approval of new programs. This process is documented in the *Handbook for the Approval of New Programs and Program Modifications*, published by the Office of Academic Excellence in 2011. The internal approval process for new programs, as described within the Handbook, has three phases:

(1) Concept development, due diligence, then review and approval by the Program Planning and Review Committee (PPRC):

Academic Divisions are supported throughout the new program development process by the Office of Academic Excellence. During the concept development stage, proponents of new programs will meet with a representative of the Office of Academic Excellence to discuss the proposed program and credential, develop a strategy and work plan for internal and external program approvals, and engage other experts and departments in the program development process.

Once the new program concept is more fully developed, the proponents begin to work with George Brown's PPRC. The PPRC is a permanent committee with broad senior academic representation from all Academic Divisions, the Division of Academic Services and Student Affairs, the Registrar's Office, Marketing, Finance and e-Learning departments. The mandate of the PPRC is to review and assess proposed new programs and program modifications, ensure due diligence has been completed, provide objective critical feedback and advice about all proposals and, ultimately, to recommend approved programs for consideration by the Academic and Student Affairs Committee of the Board of Governors.

Approval by the PPRC requires considerable planning, at least two formal presentations, and sign-off by key departments of the College to confirm that the proposal is sound and that required resources exist or will be provided to support the proposed program. Documentation is prepared for the PPRC in close consultation with the following stakeholder departments within the College:

- **Marketing:** A detailed needs assessment is collaboratively undertaken by the proponents and the Marketing department. The purpose of the needs assessment is to determine both the potential job opportunities for the graduates of the proposed program and the potential sources of student applicants. It includes a competitive analysis, occupational analysis, industry environment and performance analysis, labour supply and demand analysis, confirmation of industry support, student analysis, and budget estimates for new program launch.

- **Registrar's Office:** The Registrar works with the proponents to confirm program details such as admission requirements, enrolment targets, classroom and lab space requirements, database requirements, and special reporting needs.

- **Educational Resources:** A George Brown Librarian provides research assistance in the needs assessment and conducts an internal analysis to confirm if current holdings are sufficient to support the new program. If not, recommendations are made as to the type and cost of purchases required to ensure program students have appropriate access to resources.

- **Facilities Management:** Once proponents have confirmed with the Registrar's Office that the College has sufficient space to offer the program, Facilities Management will work with the proponents to determine the College's capacity to accommodate any renovations to existing space that are needed to meet program requirements.

- **Information Technology Services (ITS):** The proponents and ITS will work together to determine if the program will be purchasing software or hardware for the program. ITS will also review the requirements for specialized labs and estimate the costs involved in accommodating the program.

- **Finance:** The proponents will work with the Finance department to develop a business case that includes financial projections and resources needed to launch and deliver the proposed program.

- **Office of Academic Excellence:** The proponent meets with a Curriculum Specialist from the Office of Academic Excellence to review and discuss the proposed learning outcomes and curriculum, ensure alignment with existing provincial program standards, where these exist, and to help shape the development of a pedagogically-sound curriculum delivery and assessment strategy.

(2) Review and approval by the Academic and Student Affairs Committee (a committee of the College's Board of Governors):

Once the PPRC determines that there is compelling rationale to move the new program forward, the proponents then prepare to have the program internally approved. From the governance perspective, the Academic and Student Affairs (ASA) Committee has the responsibility to ensure that programs recommended to the Board for approval meet the benchmarks established by the Board of Governors. The benchmarks to be met are:

- Program credential has been correctly established.
- Content is current, academically sound and consistent with the credential requirements.
- Within the College's capacity to deliver.
- The need for the program graduates has been clearly identified.
- Student demand has been assessed.
- Financially viability – there is potential at maturity for the program to contribute to the financial success of the college.
- The program is consistent with the strategic direction of the College and of the centre.

(3) Final approval by the Board of Governors:

The College's Board of Governors reviews proposed program materials and the recommendations of the ASA to determine whether the program will receive the Board of Governors' internal approval.

Once the new program is approved by the Board of Governors, the Office of Academic Excellence continues to provide ongoing liaison, as required, with external approval bodies such as Credential Validation Service (CVS), the Ministry of Training, Colleges and Universities (MTCU), and the Postsecondary Education Quality Assessment Board (PEQAB).

The proposed Bachelor of Interpretation (American Sign Language - English) program has received approval from the Program Planning and Review Committee, Academic and Student Affairs Committee, and the College's Board of Governors.

5.2   Quality Assurance – Program Delivery

5.2.1   Academic Program Review Processes

To assist all our degree programs in meeting the 2010 revised PEQAB guidelines, the College updated its own internal evaluation processes and completed its *Guidelines for Academic Program Review – Degree Programs* documentation in February 2011. Please refer to Section 16 – Policies for the full document which includes details on the following quality assurance processes:

- **Every 5-7 years:** The College has committed to a quality assurance process that includes mandatory comprehensive program reviews every 5-7 years by the Office of Academic Excellence.

- **Annually**: Each year an internal Annual Program Review is conducted by program administrators and faculty for quality assurance. The following excerpt from the College's Guidelines describes the internal process:

  Annual Program Reviews
  Academic managers (Chairs, Associate Deans, Directors) are responsible for conducting an annual review of the programs in their portfolios in order that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of industry and students in order that it remains relevant and up-to-date. The following are sources of information that will assist with this process:

  - Program Advisory Committee meetings Student Feedback Questionnaires (SFQs)
  - Key Performance Indicators (KPI) student satisfaction surveys
  - KPI graduate and employer surveys
  - KPI graduation rates
  - Course outlines
  - MTCU and PEQAB Program Standards/Program Outcomes[3]

Implementation timelines for improvements based on the annual reviews and other feedback formats depend on the nature of the identified gaps and currency updates needed. Some identified issues can be addressed quickly while the larger portions of work are integrated into annual business plans.

5.2.2   Program Advisory Committees

The Program Advisory Committee is also a significant resource for identifying opportunities to enhance the currency of the program. The Board of Governors ensures that each program of instruction or cluster of programs of instruction offered at the College have a Program Advisory Committee. Normally, committees have 12 to 16 members of which two thirds are external representatives, with the membership including:

---

[3] George Brown College – Program Review Guidelines – Degree Programs, p. 5.

- Appropriate representation from related sector leaders, industry or professional associations, regulatory bodies, labour and relevant government departments.
- Diversity of membership reflecting the diversity of the sector and client population.
- A healthy mix of new and longer-serving members.

The mandate of a Program Advisory Committee includes providing advice on:
- Curriculum
- Academic program review
- Technological implications
- Employment prospects
- Cooperative training and field placement
- Public relations with professional and local communities
- Student awards
- Other special tasks

5.2.3 Key Performance Indicators (KPI)

As part of their commitment to accountability and excellence, Ontario colleges have been collecting and reporting key performance data since 1998 in five areas: graduate satisfaction, student satisfaction, employer satisfaction, employment rate, and graduation rate. Colleges were the first in the province to take part in this kind of public sector performance survey.

Results from three KPIs (graduate satisfaction, employer satisfaction, employment rate) are used as the basis for performance funding from the province. The data are collected and tabulated independently by third-party research firms (Forum Canada Research and CCI Research). KPIs reflect feedback received in the following areas:

- **Student Satisfaction KPIs:** Student Satisfaction KPIs are defined as the average percentage of students who responded that they were satisfied or very satisfied with the quality of their learning experience, support services, and educational resources.

  The Student Satisfaction KPI calculation is the average of responses to four capstone questions. The KPI calculation is based on students who: indicated that they are in semester 2 or above; and answered all four capstone questions.

- **Graduate Employment Rate KPIs:** The Graduate Employment Rate KPI is the percentage of graduates who were employed, divided by the total graduates who were employed or actively seeking a job.

- **Graduate Satisfaction KPIs:** The Graduate Satisfaction KPI is the percentage of graduates who were either satisfied or very satisfied with the usefulness of their program in achieving their goals after graduation.

- **Employer Satisfaction KPIs:** The Employer Satisfaction KPI is the percentage of employers who were either satisfied or very satisfied with their employee's overall college preparation for the type of work being performed.

5.3   Student Feedback

The College encourages faculty to solicit direct feedback from students throughout the course. The Office of Academic Excellence ensures that all faculty are provided with the handbook, *Gathering Student Feedback: a Teacher's Guide,*[4] and this is supplemented through ongoing faculty connections with Curriculum Specialists. The College also has objective third-party processes for gathering student feedback at the end of courses.

The George Brown Student Feedback Questionnaire (SFQ) is an important mechanism for students to evaluate their courses. As of 2011, the SFQ is administered online. There are two main administration periods per semester; one near the halfway point for shorter courses, and the other near the end of the semester. In both cases, the survey remains open for three weeks.

Students receive one email containing a series of links, one for each of their courses (the email is sent to their George Brown email address but a copy is also sent to their personal email address, if available). The email also provides some information about the importance of the SFQ, and includes the fact that the evaluations are confidential, students are not identified in any reports, and results are only available after the semester is over. In an effort to improve response rates, two reminder emails are sent to students during the administration period (if they have not yet completed the surveys). Approximately one week after the end of the semester, the reports of the questionnaire results are available on the College's Intranet.

Three different Student Feedback Questionnaires are used: in-class courses, online courses and field/clinical/work experience questionnaires. Samples of the two SFQs relevant to this application (in-class and field/clinical/work experience) are provided in Section 16 – Policies.

In addition to the KPI surveys and SFQs, George Brown College employs other methods of soliciting student feedback:

- **Program Advisory Committee Feedback:** As noted earlier in this section, each program has a Program Advisory Committee which participates in a number of program-related discussions. These discussions include providing input during program reviews. Since every Program Advisory Committee includes a student and graduate representative, these committees are another source of student feedback.

- **Work-Term Evaluations:** George Brown College is in the process of finalizing a standard student handbook that will be used for degree work-term placements. Student surveys administered for work-term evaluation will gather information on several aspects of the experience, including:

    - Assessments on how well the work experience met the anticipated outcomes, as described in Section 6 – Capacity to Deliver of this application
    - The skills that were used (e.g. self-management, technical, interpersonal)
    - How the work experience relates to the courses taken during academic semesters
    - Opportunities to develop skills and which skills the student would like to continue to develop
    - Feedback received from supervisors, co-workers and clients
    - Ratings of the relevance and value of the learning experience
    - Ratings on the support provided by George Brown College during the work term

---

[4] "Gathering Student Feedback – A Teachers Guide" is available online from the George Brown website: http://www.georgebrown.ca/staffdevelopment/Student_Feedback/default.aspx

- **Withdrawal Surveys:** George Brown requests that students who leave the program prior to graduation complete a withdrawal survey. It is conducted in a face-to-face environment so that the College, whenever possible, can assist the student in staying in the program.

5.4   Blended, Hybrid and Online Learning

This section is not applicable for the Bachelor of Interpretation (American Sign Language – English) degree submission.

Section 6:   Capacity to Deliver

6.1   Demonstrated Strength – Overview of George Brown College

Located in Toronto's vibrant downtown core, George Brown College is one of Canada's largest and most diverse colleges. The College has three main campuses, St. James, Casa Loma, and the Waterfront campus that opened in September 2012. George Brown offers 135 full-time programs and 189 continuing education certificates/designations across a wide variety of professions to a student body of over 24,500 (full-time equivalent) students, including over 3,200 international students and over 61,000 continuing education registrants. Students can earn certificates, diplomas, postgraduate certificates, apprenticeships and degrees. The College has 1,265 full-time employees including 562 faculty, 544 support staff and 188 administrative staff.

Despite being located in Toronto's core where space is at a premium, the College successfully continues to meet student demand since being established in 1967. This is achieved by ongoing expansion of its campuses, infrastructure, and operations. For example, the School of Design is a redesigned factory loft and serves as a hub of creative expression and innovative student-industry projects. The Centre for Hospitality and Culinary Arts is a modern building that features state-of-the-art kitchens and labs. In recent years the Centre for Community Services and Early Childhood has expanded its programs significantly, including a partnership with Ryerson University to offer collaborative programs in areas such as Nursing and Early Childhood Education. It has also introduced eight child care centres to serve Greater Toronto Areas (GTA) communities and act as learning labs for the college's early childhood education and community services students.

Inspired by a commitment for achievement through excellence in teaching, applied learning and innovation, George Brown's vision is that:

- We will set the benchmark to which all colleges will aspire, and be recognized as a key resource in shaping the future of Toronto as a leading global city.

- We will build a seamless bridge between learners and employment as we develop dynamic programs, and workplace-ready graduates who will be the candidates of choice for employers.

- We will create a community of life-long learners, grounded in the principles of access, diversity, mutual respect and accountability.

The College continually strives to achieve academic quality and a superior learning environment. In 2012 the College was seen by GTA employers to be the best GTA college producing graduates with the skills they value most, including productivity, customer service and teamwork.[5] George Brown was also recognized as one of the Top 100 Employers in Canada and one of the top employers in the GTA for 2012.[6]

George Brown strategically pursues degree opportunities in sectors where it already has significant partnerships and working relationships that inform and strengthen program development and ongoing delivery. The College currently delivers five baccalaureate programs:

---

[5] Source: Northstar Research, GBC Employer Tracking Research, February 2011
[6] Source: Canada's Top 100 Employers, canadastop100.com

George Brown College – Bachelor Degrees	Originally Approved by PEQAB
Bachelor of Applied Business (Financial Services)	2002
Bachelor of Applied Business (Hospitality Operations Management)	2002
Bachelor of Technology (Construction Management)	2005
Bachelor of Applied Arts (Early Childhood Leadership)	2010
Bachelor of Science in Nursing (Collaborative program with Ryerson University)	N/A

While these programs are well supported by George Brown's infrastructure and processes, there are two key areas that significantly contribute to the quality of the College's academic programs:

- **The Office of Research and Innovation (ORI):** The ORI's mission is to support and advance industry- and community-problem solving through excellence in applied research, commercialization and scholarship. It focuses on speed to market and enabling partners to access the talent and funding to meet the needs of the innovation economy. The ORI engages industry, faculty, students, and the community at large through participation in educationally- and economically-meaningful research projects and partnerships.

  The College in general, and the program administration teams in particular, encourage faculty to participate in research activities either through the ORI or on their own. Programs are eligible to apply for funding from a number of organizations, including: Canada Foundation for Innovation (CFI), Ministry of Research and Innovation, Natural Sciences and Engineering Research Council of Canada (NSERC), College and Community Innovation (CCI) funding program, and Social Sciences and Humanities Research Council of Canada (SSHRC). Also, the College's Office of Applied and Institutional Research provides seed funding to support applied research in teaching and learning innovations. To apply for this funding, faculty submit proposals that are reviewed by a College committee.

- **The Community Partnerships Office (CPO):** The CPO creates innovative partnerships that build city, community and college capacity through education. Its mandate is to facilitate the social and economic development of GTA communities through strategic collaborative initiatives and partnerships. Linked with multiple partners from every sector– corporate, service, civil society, education, labour, and government – the CPO has served almost 4,000 non-traditional students, helping them to achieve educational success and has delivered 72 projects that led to improved community health and sustainable employment.

  By securing partners, projects and funding, the CPO helps build stronger partnership roles for the College and pioneer experiential learning and innovation in delivery. The increased collaboration with industry and community partners promotes economic development and provides myriad employment experiences and opportunities.

6.2   Demonstrated Strength – Interpretation (ASL – English)

George Brown College is a Canadian leader in educating professionals who work with the Deaf and Deafblind. Our School of Deaf and Deafblind Studies offers a number of programs that immerse students in American Sign Language, one of the three official languages of the Deaf community in Canada. These programs expose students to Deaf and Deafblind culture and the social issues that this consumer group faces. As the needs of the Deaf and Deafblind community change, the School updates its curriculum,

develops new programs and establishes educational pathways to ensure that graduates are prepared for current and future trends in the sector.

The School has built a strong reputation as a quality educator in the field. It collaboratively works with industry associations such as the Association of of Visual Language Interpreters of Canada (AVLIC), the Canadian Association of the Deaf (CAD), Canadian Hearing Society, Ontario Interpreting Services, (CHS, OIS), Ontario Association of Sign Language Interpreters (OASLI), and the Ontario Association of the Deaf (OAD). In addition, the School has active and supportive Program Advisory Committees.

The School's faculty is comprised of professional and experienced interpreters and Deaf professors with well-established connections to the Deaf community and the agencies, associations and organizations that provide interpreting services. The College's long-standing involvement with the community services sector also gives students access to valuable hands-on learning opportunities in the field.

Current programs offered by our School of Deaf and Deafblind Studies:

1. **C114 – American Sign Language and Deaf Studies Program:** This two-semester Ontario College Certificate program provides students with training in American Sign Language and English. It provides intensive preparation in ASL and English, plus an orientation to Deaf culture and current social issues affecting Deaf people. The curriculum combines opportunities to learn and practice ASL along with classroom teaching about the structure and features of this language. Students have the opportunity to learn to understand and participate in basic conversations in ASL. They also develop stronger skills in spoken and written English, as well as a basic understanding of the role of the ASL-English Interpreter.

2. **C108 – Intervenor for Deafblind Persons Program:** Intervenors are the eyes and ears for people who are both Deaf and blind. This program was developed in partnership with a number of service providers and Deafblind consumer associations and is the only two-year diploma program of this kind in Canada. The program provides the knowledge and basic skills to work with children and adults who are Deafblind, including individuals who may be medically fragile. Intervenors make it possible for individuals with Deafblindness to access information and to interact within their environment. The program combines theory and practical experience, allowing students to learn the specialized techniques of intervention, including a variety of alternative communication methods.

3. **C110 – American Sign Language – English Interpreter Program (AEIP):** This three-year advanced diploma program trains Interpreters who help facilitate interactions and discussions in both American Sign Language and English. Their skills are required in a broad range of settings and serve to improve communication between hearing and Deaf people. For example, Interpreters may be asked to interpret between ASL and English at meetings and conferences, in job interviews, during legal proceedings or in schools.

   This six-semester program focuses on both theory and practice to help students develop their linguistic knowledge and understanding of both languages and cultures. Through class lectures, laboratory work and field placements, students learn the necessary techniques, and gain experience to effectively interpret from ASL to English and English to ASL.

   Graduates from this program often have a 100% success rate in employment and are qualified for entry-level interpreting positions in social service agencies, government departments, community residential settings, specialized school programs, and various business and institutions. In addition to

the benefits of self-employment, Interpreters also enjoy opportunities for travel as their services are required all over Canada in a wide range of sectors.

As outlined in this application, George Brown plans to suspend the AEIP diploma program once the degree program is approved and launched. While the AEIP diploma program graduates are in demand throughout Canada, George Brown's discussions with industry representatives and stakeholders clearly indicate the need to offer a degree credential instead of a diploma. As a result of multiple stakeholder discussions over the last three years, the College has developed this application to offer a degree credential in Interpretation (ASL – English) to replace the existing AEIP diploma program.

6.3   Learning and Physical Resources – Overview

6.3.1   Overview of Services

George Brown's Educational Resources department provides several important services within the college. Students and faculty use the resources for learning and teaching, and applied research initiatives. The core services are offered through the Library Learning Commons (LLCs) and include:

- Providing access to library collections (library catalogues, online videos and DVDs, e-books, etc.)
- Facilitating access to interlibrary loan services
- Providing course reserve readings
- Orientating new students and faculty to library resources and facilities

In addition to these core services, provision of library instruction classes is a major priority of the LLCs. In 2012, librarians taught over 691 classes to improve the information literacy of over 20,000 students.

George Brown and its LLCs are committed to accessibility. For example, through the LLCs, college staff and faculty receive support with the captioning of media used for teaching and learning purposes.

For more details on services provided, refer to Library Learning Commons Services.

6.3.2   Overview of Collections

Our Educational Resources operates four main LLCs that offer access to both print and electronic resources, and two smaller e-libraries that focus on access to electronic resources. The collections include:

- 60, 000 print books
- 261 print journals
- 130,000 e-books
- 29,000 e-journals
- 3,293 media resources (DVDs, VHS, Online Videos)
- 110 electronic databases

6.3.3   Overview of Space and Facilities

Across all campus locations, the LLCs occupy 68,000 square feet providing:

- 810 study spaces inclusive of individual and quiet study spaces, small group rooms, media tables, and soft seating
- 36 bookable, technology-equipped group project rooms
- 7 open access media tables/collaborative booths
- 46 self-serve kiosks
- 812 dedicated student open access computer workstations
- 97 laptops and Netbooks available for loan to students
- 21 scanners
- 35 printers
- 9 copiers

The proposed degree will be offered primarily on the St. James campus. The LLC at St. James is a 25,000 square foot, two-floor facility that includes print collections, computing commons, an adaptive technology lab, and spaces for collaborative, individual, and quiet study. Adjunct services provided by Educational Resources include a Tutoring and Learning Centre located elsewhere on the campus. All students have access to all LLCs, including the nearby Waterfront Campus LLC which houses the college's Health Science program resources.

6.4   Agreements for Shared Services/Resources with Other Institutions

George Brown students, faculty and staff can request items from other Ontario College Libraries through the Inter-Library Loan (ILL) service. This service allows students and faculty to request books, DVDs, videos and articles that are not available at George Brown, but may be obtained through Inter-Library Loan arrangements with other libraries in the Ontario Community College system. For more details, refer to [Request Items from other Ontario College Libraries](#).

6.5   Computer Resources

The LLCs maintain a website that provides access to a wide range of electronic resources and online services including chat-based research assistance provided by and through the LLCs. The website is accessible to students off-campus through the College's main website, and through the college's web portal.

6.5.1   Open Access Computers

Students of the Bachelor of Interpretation (ASL-English) on the St. James campus will have computer resources readily available:

- St. James Library Learning Commons Upper Level:
    - 59 Library Research stations
    - 189 Open Access Computers (183 PCs and 6 Macs)
    - 10 Computer Kiosks
    - 5 Laptops

- St. James Library Learning Commons Lower Level (Room B137):
    - 134 Open Access Computers (77 PCs and 57 Macs)

For more details on open access computers available at other George Brown campuses, refer to Open Access Computers.

6.5.2   Access to Wireless Internet (WIFI)

George Brown College continues to expand wireless Internet access throughout academic and student spaces on all campuses. Assistance with wireless access is available from LLC Help Desk staff. For more details on access to WIFI, refer to Wireless @ GBC.

6.5.3   Access to Hardware and Software

Each library has a network of computers available to students for academic research, including the use of program specific software, online and CD-ROM databases, web-based resources, and the Internet.

6.5.4   Access to Adaptive Technology Labs

The Adaptive Technology Labs at George Brown provide resources to improve access for students with disabilities. The computers, software, and special equipment in these Labs provide:

- Magnification of the screen for people with low vision
- Use of speech recognition software as a writing tool
- Tools to make the reading and writing process easier
- The capability to create and produce documents in alternative formats such as e-text, Braille, PDF, Kurzweil, etc.

In addition to the technology described above, Lab staff can provide:
- An introduction to access technology
- Basic training on the hardware and software available in the lab

There is an Adaptive Technology Lab located at St. James which will be readily accessible to program participants.

6.5.5   Access to Laptop Computer and A/V Equipment Loan Program

George Brown College students can borrow a number of different A/V items at LLC locations. The following items are available for a six-hour loan: Projectors, Digital Cameras, Voice Recorders, Presentation Pointers, Mice, Portable DVD players, and Laptops.

6.5.6   Access to Printers

The LLCs provide printers for use with computers. Access is provided to laser black/white print and colour laser printers. Specialized printing such as plotters is available at Casa Loma LLC. Wireless printing from students' laptops is also available.

6.6 Learning and Physical Resources – Field of Study

George Brown currently has the following holdings related to Interpretation (ASL – English):

Current Holdings under the Library of Congress:

Subject Headings	e-books	Holdings
Deaf	7	254
Deaf blind	2	32
Deaf children	2	45
Deaf education	2	64
Deaf research	0	2
Deafness	57	5
Interpreting for the deaf	0	2
Interpreters for the Deaf	2	43
American Sign Language	9	66
Sign language	13	135
Translating and Interpreting	2	13

Current Library Periodical Holdings

Title	Electronic Access	Print
Journal of Deaf Studies and Deaf Education	Winter 1999 to present	n/a
American Annals of the Deaf	1996 to present	Current to last five years
Deafness & Education International	06/01/2004 to two years ago	n/a
Deafness Research Foundation	10/01/2008 to present	n/a
DBI Review: the Magazine of Deafblind International	n/a	Years 2001 to 2010
Journal of Visual Impairment and Blindness	09/01/1993 to present	n/a
Journal of Rehabilitation Research and Development	01/01/1990 to present	n/a

Title	Electronic Access	Print
Gallaudet Today	n/a	Current to last five years
Journal of Speech, Language and Hearing Research	02/01/1997 to present	
Sign Language Studies	n/a	Fall 2003 to present
Volta Review	01/01/1996 to present	
Volta Voices	01/01/2005 to present	

The College is also reviewing reinstating subscriptions to DbI Review and Talking Sense.

Databases:

The library currently subscribes to the following databases that are relevant to the proposed program:

- Academic Search Premier
- Academic Onefile
- Canadian Newstand
- CBCA Complete
- CINAHL with full text
- ERIC
- ProQuest Nursing & Allied Health Source
- Science Direct

Media Holdings: Currently, the majority of videos in this subject are held on VHS. There are approximately 69 videos, but only 10 of these are DVDs. Each year, budget allocations are used to replace existing VHS holdings at a rate of two replacements per year.

Captioned Media and E-Text:

Currently 50% of the College Library's media collection is closed captioned. All media newly acquired by the Library is either captioned or permission to caption has been obtained. Captioned media displays the audio content as text on-screen in synchronization with dialogue, narration and sound effects. This feature provides equitable access to media by all students.

In accordance with the regulations of the Accessibility for Ontarians with Disabilities Act (AODA), all College divisions are required to adhere to accessibility standards and principles when designing, adopting and procuring educational materials and resources for the delivery of course curricula. This includes, but is not limited to, the following: E-books, course-packs, e-learning platforms, interactive and instructive online learning management systems, audio-visual and multi-media. The College has a Captioned Media and E-text Policy which stipulates that all media produced or purchased for instructional, informational or marketing purposes must be captioned or permission to caption must be granted as a condition of purchase. Divisions must allocate a budget for making resources accessible, such as captioning audio-visual media.

Faculty members may contact the College's Accessible Media Co-ordinator to review the media used in their curricula to determine if it is closed captioned, if a closed captioned version exists or if a suitable alternative is available. Assistance is available to all members of the College community using audio-visual resources for instructional purposes, college-wide events or websites to facilitate the closed captioning of the material. Further resources can be found on the Captioned Media & E-Text Guide.

6.7   Classroom Space and Seating Capacity

As noted earlier in this application, upon the recommendations of industry stakeholders, it is the intention of the College to suspend its current diploma program once the degree is approved and launched. Therefore, current classroom space and seating capacity will be sufficient for the degree program.

The classrooms that will be available to the degree program are equipped as "SMART classrooms" containing the following standard equipment:

- **Faculty PC:** Dell 990 SFF with 22inch AIO Screen (based on college standard quotes)

- **Projector:** NEC PA600X or NEC P350W (model is based on room brightness and size)

- **Wall mounting kit with Project security cable Projector Screen:** Draper Targa 109" Diagonal 16:10 Electric Screen With LVC is the standard.
  Larger screen (123" or 137") depending on the size of the classroom to be decided by ITS

- **Microphone:** Crestron FreeSpeechT Single-Channel Wireless Mic System Package; MP-FS100_PAK

- **Loud Speakers:** Excite, 6.5" 2-Way In-Ceiling Speakers, White Textured, Pair, EXCITE_IC6-W-T OR JBL Ceiling or Wall Mounted Loudspeaker.

- **Crestron Wall mount touch panel**.

6.8   Equipment, Workstations and Laboratory Space

The School of Deaf and Deafblind Studies, has a state-of-the-art deaf studies lab, referred to as the ASL Lab**.** Renovated in 2008, the ASL Lab has 21 individual student stations and a faculty console. The design of the lab has student stations situated around the perimeter of the room to enable an open-concept and U-shaped format for visibility of ASL for in-class discussions and role-play activities. The ASL Lab is also equipped with a Smart board and projector and two LCD monitors to allow materials to be seen and accessed from multiple vantage points from around the room. The Smart board is used to view printed documents or videos and has touch screen capabilities in which video images can be frozen and analyzed. As well, whiteboard markers can be used to highlight ASL grammatical features on the signer's face. There is also an overhead camera in the room to record faculty lectures or student role plays, which can then be reviewed later for reinforcement or feedback.

The lab uses PCs, with each computer equipped with a 17-inch monitor, hard drive, internet connection, built-in webcam, sound and video recording capabilities. The internet connection allows students to access ASL videos and interpreting resources for exposure to new ASL vocabulary and concepts, to

research topics in both video and print in preparation for interpreting assignments and tests, and to access interpreted samples and other formats such as print or video for greater detail or use in practice interpreting.

Students are able to video record their interpretations or their ASL samples from their work stations by recording with the camera and saving the files into the faculty dropbox. The dropbox drive serves two functions:

1) Enables students to submit video recordings for marking
2) Stores PowerPoint slides and documents to support instruction

Professors can access student submissions from the dropbox while in the lab or in faculty offices. A second drive, which is a shared folder, allows faculty to upload video resources, PowerPoint slides and documents to support lessons. Students are able to use this drive to access these resources to practice ASL and interpreting or for testing purposes from their own stations in the lab. Videos can be retrieved from either the shared drive or dropbox and transferred to a USB.

Additional software, such as Skype, is available so that students can practice interpreting through technology.

6.9 Resource Renewal and Upgrading

6.9.1 Library Plan for Renewal and Upgrading – Field of Study

The College's Educational Resources area conducted an analysis of current holdings related to Interpretation (ASL – English). Based on this analysis, the Library has indicated that current annual budget allocations to the School of Deaf and Deafblind Studies are sufficient to provide resources (print and electronic) to support the proposed degree program.

6.9.2 General Upgrading of Library Resources

The LLCs budget $446,000 annually for library acquisitions, inclusive of $289,000 for annual electronic database subscriptions.

6.9.3 Upgrading of Laboratories and Equipment

All lab computers for students are typically renewed every four years or as required. Teaching technologies and open-access student labs are funded with the College's STEC (Student Technology Enhancement Fund) of approximately$1.1million yearly. Servers, network infrastructure, and teaching lab computer equipment are renewed using CERF (Capital Equipment Renewal Fund) and other new initiative capital funding as required. The College has a five-to six-year plan for all of the labs. The server infrastructure is kept until it is unusable or the vendor will not allow maintenance contracts. This process usually results in upgrades every six to seven years. All equipment is inventoried in a database and reports are produced to determine renewal items based on available renewal funds per year.

6.9.4   Upgrading of Classrooms

The College upgrades and enhances facilities on an ongoing basis taking into consideration enrolment plans, faculty support needs, and the growing use of web-based technologies for learning and teaching.

6.9.5   Upgrading of Computers

George Brown renews its LLC computers every year using a three-year renewal process. For example, in 2012-13, the following renewal and upgrading occurred at the main campuses:

- **St. James Campus LLC:**
  - 50 Computers
  - 15 Laptop loan program
  - 3 Colour/B&W Printers
  - 3 B&W Copy machines

- **Casa Loma Campus LLC:**
  - 20 Monitors
  - 50 Computers
  - 15 Laptop loan program
  - 3 Colour/B&W Printers
  - 3 B&W Copy machines

- **Waterfront Campus LLC**
  - 54 Computers
  - 48 Laptop for mobile lab
  - 12 Laptop loan program
  - 24 Netbooks with Management Cart
  - 9 iMac$
  - 3 Colour/B&W Printers
  - 3 B&W Copy machines

6.9.6   College Renewal and Expansion

George Brown continues to expand to accommodate growing student demand. Recent changes have added more than 500,000 square feet to campuses in 2012-13 and approximately 5,000 spaces will be created for students over the next two years.

The St. James Campus has grown, adding 100,000 square feet of space at 341 King Street East for the expansion of the English as a Second Language program. Student intakes for this program have increased by 250 for a total of more than 1,000 students. Also located at 341 King Street East, is the School of Design's Game Design, Game Development and Advanced Digital Design programs. These programs have recently increased from 250 to 400 students. The new space allows for the creation of a specialized digital sandbox with motion capture and 3D scanners as well as an incubator for emerging game industry companies. The School of Makeup and Esthetics has a permanent new home at 193 King Street East. The new facility will allow for increased enrolment as well as the opportunity to create new courses in special effects makeup and spa management.

Renewal of the Casa Loma Campus is allowing the Centre for Construction and Engineering Technologies (CCET) to expand curriculum, strengthening the College's ability to educate and conduct research on green building practices. Renovations will accommodate 1,400 more CCET students, increasing available enrolment from 2,500 to 3,900 by 2013-14. The Casa Loma Campus will soon be home to a green homes incubator where students, faculty and industry leaders can focus on sustainable and environmental construction. New facilities such as a green learning roof, materials testing labs and wind turbines will allow students the hands-on learning experience they come to expect from George Brown College.

The Waterfront Campus is the new home of the College's Centre for Health Sciences, bringing together dental health, nursing, health and wellness, and health services management together in one facility for the first time.

The College's first student residence is scheduled to open in 2016. A new 175,000 square foot, co-ed student residence will be built at the northeast corner of Front Street East and Cherry Street, close to Toronto's downtown core. After its initial use as an athletes' residence during the 2015 Pan Am and Para Pan Am Games, one of the residences will be converted to a 500-bed student facility, linked with a new YMCA location complete with a gym, fitness facilities and swimming pool.

6.10   Support Services

George Brown College offers resources to help students with every aspect of college life. Learning, studying and gaining work-ready skills in a supported environment are critical student success and enjoyment of the college.

6.10.1 Development of Summer Intensives

A foundational principle of the proposed degree program is that students will achieve the needed proficiency in American Sign Language to be effective Interpreters. While admissions requirements include a minimum of 200 hours of ASL instruction, it is critical to have sufficient supports integrated throughout the program to continually build and enhance students' ASL skills and fluency.

George Brown College is investigating the development of two summer intensives that would provide additional opportunities for students to develop ASL proficiency as required. Based on faculty referral, these courses would serve as individual enhancement learning for students to foster readiness and self-assessment in their communicative language ability in American Sign Language.

The emphasis in these intensive supports will be on providing support for ASL literacy development and to hone students interpersonal, interpretative and presentational language skills necessary to further their progress in the program successfully. Possible topic areas include:

- ASL Diagnosis & ASL Self Assessment
- Lexical & phrasal substitutions
- Summarizing and paraphrasing exercises
- Unpacking prepositions
- Non-manual inventory building activities
- Immediate & Delayed Repetition drills

- Receptive exercises
- Interactive activities
- ASL vocabulary building activities
- Endurance/stamina practice
- Temporal and Distribution Aspects

The College is currently determining how best to integrate this type of intensive support within the assessment framework of the program.

6.10.2 Deaf and Hard-of-Hearing Services

The proposed degree program will be open to Deaf applicants who wish to become Deaf Interpreters. A Deaf interpreter is a Deaf individual who has native or near-native fluency in American Sign Language, who has interpreting experience and who has taken specialized training.

George Brown College has a 35-year history of serving students with a hearing loss. It offers free services that ensure Deaf students can access to George Brown College full-time post-secondary programs and continuing education courses and programs. The College's Disability Services area coordinates the following student services:

Support	Description
Interpreting	The Interpreter's role is to facilitate communication between two languages, American Sign Language (ASL) and English, conveying all auditory and visual information so that both hearing and deaf individuals may fully interact. Interpreting available: • ASL - American Sign Language. A visual language used by culturally Deaf individuals. • PSE - Pidgeon Signed English. A mixture of language elements from ASL and English. • SEE - Signing Exact English. A system of signs that retains English word order.
Intervening	The Intervenor's role is to make it possible for deaf-blind people to participate in college activities by helping them gain access to information through a variety of communication methods. An Intervenor acts as the eyes and ears of the person with deafblindness. • Close Contact - a modification of sign language interpreting that allows for restricted visual fields and proximity requirements. • Tactile - a communication method in which the receiver's hands are placed lightly upon the hands of the signer to perceive the signs.
Computerized Notetaking	The Computerized Notetaker's role is to provide equal access to course content by recording auditory information on a computer - allowing the student to simultaneously view a monitor as necessary. They may also provide an edited

Support	Description
	copy of the notes. • C.A.N.: Computer Assisted Notetaking. Any notetaking that uses a computer to record typed notes that can be printed for the student. • Verbatim: Notes that consist of a near word for word reproduction. • Study Notes - Notes that are condensed to bring out the main points • C.A.R.T.: Computer Aided Realtime Translation. Notetaking that uses a stenotype machine to make an exact, instant translation of the spoken word into visual text.
Peer Notetaking	A Peer Notetaker is a hearing student in class with a deaf, deafened and hard of hearing student who provides basic class notes.
Peer Tutoring	Peer Tutor is a student knowledgeable in a course or program area and assists deaf, deafened or hard of hearing students with studies.

The College's Disability Consultants will also work with the students to accommodate their needs, including modified course load and test proctoring, technical devices and counselling.

Bursaries of up to $2,000 are available to full-time and part-time students with either permanent or temporary disabilities who have disability-related educational costs for services or equipment that are not covered by another agency or service and are required for post-secondary participation.

6.10.3 Accessible Library Services

George Brown's Library Learning Commons has 23 library staff who are trained in Everyday ASL. The College's Accessible Library Services include:

Support	Description
Extended Loan Policy	Students with disabilities, Deaf, deafened or hard of hearing students have the option of requesting an extended loan period for some books and materials, subject to the demand on the material. For example, 14 day loan materials can be borrowed for up to 28 days with a maximum of 1 renewal of 28 days.
Library Tours	All new students are encouraged to find out about the services and resources in their campus Library Learning Commons. Students who prefer a private tour can contact their Program Liaison Librarian to arrange a tour. Tours are available throughout the year and a student can pre-arrange for accommodations needed for the tour (for example, a Sign Language Interpreter).
Research Assistance	The student's Program Liaison Librarian is available to meet with students to help develop a strategy on how to use the library's resources (for example, the library catalogue, journals, and databases). Students can also receive help from a Reference Librarian by contacting the library by phone, TTY or by chatting online using a Live Help feature.

Support	Description
Library Instruction Workshops	Faculty can request a Library Instruction Workshop to provide information about using the library resources. If students require the workshop print materials in alternate format (Braille, large print, audio, electronic text) this can also be accommodated. The St. James Library Instruction room is equipped with an assistive listening device.
Assistive Devices, Computers and Adaptive Technology	The Adaptive Technology Labs in the St. James and Casa Loma Library Learning Commons is managed by Disability Services. The Adaptive Technology Labs have computers, equipment and adaptive technology software available for students registered with Disability Services. Staff in the Adaptive Technology Labs will provide training on how to use the equipment. Among the assistive devices available, students have access to Ubi duo communication devices which assist communication between hearing, Deaf, deafened and hard of hearing people and those who prefer to communicate instantly using a type-to-text display.
Captioned Media & E-Text	George Brown has a Captioned Media & E-text Policy which requires that faculty only show a captioned video or DVD in class and only assign captioned media as course work.

6.10.4 Academic Supports

Support Area	Academic Supports
Library	LLCs not only provide access to educational resources, they also provide services to help students with studies and research. Support areas include off-campus access to resources, wireless printing, short-term loans of AV equipment, captioned media and e-text, etc. Full details can be accessed at: Library Services
Bookstores	The Campus Stores provide in-person purchases and online ordering. Full details can be accessed at: Campus Bookstores
Computer Store	The George Brown Computer Store offers a number of products and services for students, faculty and staff. Full details can be accessed at: Computer Store
Assessment Centre	Working closely with departments within the College and outside stakeholders, the Assessment Centre provides accurate, fair and standardized evaluations of the academic skill level of applicants and students, recognizing the individual needs of students with disabilities and providing them with accommodations during tests and examinations.

Support Area	Academic Supports
	Full details can be accessed at: Assessment Centre
Tutoring and Learning Centre (TLC)	The TLC offers free tutoring services in English, ESL, and math to George Brown College students. The TLC helps students who have some difficulty in their courses (communications, math and other program courses) because of a lower level of English and/or math skills, or students who just need assistance with some English and/or math class assignments. TLC Tutors help students: • work on their writing, reading and math assignments • review class work and homework • prepare for tests • practice speaking and listening skills TLC tutors work with students one-to-one and in small groups. In addition, students may practice their skills using available educational software. Full details can be accessed at: Tutoring and Learning Centres (TLC)
Peer Tutoring	George Brown's Peer Tutoring Program offers free and accessible tutoring for all students to assist with skill development in English, math, and accounting. Full details can be accessed at: Peer Tutoring
Peer Assisted Learning (PAL)	PAL Centres are located on the St. James and Casa Loma campuses. They are friendly places for students to meet with peers to share strategies, campus resources ideas. Full details can be accessed at: Peer Assisted Learning (PAL) Centres

6.10.5 Personal Supports

Support Area	Personal Supports
Counselling	Full-time students have access to free and confidential counselling. Students can book an appointment to see a counsellor to discuss a number of personal topics which have included stress management, communication skills, adjustment to college life, academic concerns, health and wellness, sexuality, domestic violence, as well as many other issues. George Brown also offers a regular series of counselling workshops to assist students with learning strategies, time management, stress management and organization. The workshops are open to all George Brown students. Full details can be accessed at: Counselling

Support Area	Personal Supports
Diversity, Equality, Human Rights	Staff of the Diversity, Equity & Human Rights Services encourage all George Brown community members (including Alumni) to visit its offices on Casa Loma and St. James campuses. Staff are available to answer questions related to diversity, equity and human rights at the College and to assist in matters related to ensuring a welcoming and respectful learning and work environment for all George Brown College students and staff. Full details can be accessed at: [Diversity, Equality, Human Rights](#)
Aboriginal Services	George Brown is committed to its Aboriginal students and expresses this commitment in a variety of ways. There are over 300 Aboriginal students in the college during each academic year. Services offered include a Native Student Counsellor who works and counsels aboriginal students, a bursary program, an Aboriginal Book Collection and Aboriginal Studies courses. The College has also established The Sahkitcheway Student Centre which is a dedicated place for Aboriginal students to meet, study, access job postings, etc. Full details can be accessed at: [Aboriginal Services](#)
Safewalk	The Safe Walk Program is a joint initiative between the Student Association and George Brown College. Safe Walkers work in co-ed pairs to escort George Brown College students, staff and guests to local parking lots or TTC stops. All Safe Walkers are students who have been trained in emergency first aid and American Sign Language. Full details can be accessed at: [Safewalk](#)
Housing Services	The Housing office is a free service for all George Brown College students. It offers support in helping students to find off-campus housing with knowledgeable staff assisting in housing searches. It currently has a partnership with Ontario Student Housing so that students have access to increased listings. Full details can be accessed at: [Housing Services](#)
Childcare Services	As part of George Brown's early education career training, George Brown operates eight innovative child care centres in a variety of facilities across Toronto. Staffed by fully trained early childhood educators, the child care centres play an important role as lab schools, helping students develop their skills, and as crucial sources of high quality daycare. Full details can be accessed at: [Childcare Services](#)
Locker Rentals	Students are able to rent a locker for $20 for two consecutive semesters. The proceeds from locker rentals are used to administer the program. The program provides student employment on both campuses, and covers locker renewals, upgrades and maintenance.

Support Area	Personal Supports
	Full details can be accessed at: Locker Rentals
TTC Discounts	To be eligible for a post-secondary school pass, the student must be a full-time degree/diploma student. All others fall under VIP pass arrangement.

Students also have access to a number of fee-based services through George Brown's Wellness, Applied Research and Visionary Education (WAVE) initiative. WAVE is a group of faculty-supervised health and wellness clinics where students provide services to the public such as dental care, hearing tests, fitness assessments and health promotion programs.

One of the many goals of WAVE is to support inter-professional learning among students in health sciences programs. This is a unique feature of health sciences education at the college, where students are given the opportunity to work with their peers and the public to enhance their skills. Inter-professional learning helps students work in teams, expand their knowledge base and challenge them to problem solve in a way that replicates real working conditions, preparing them for successful careers in health care.

Through WAVE, students have access to services such as:

WAVE Fee-Based Services	Description
Active Living	Students conduct health assessments for blood pressure, nutrition and fitness to support healthier and more active lifestyles.
Dental Clinic	Students perform public services such as dental cleanings, restorations and dentures.
Fitness Studios	Students work with clients in well-equipped multi-purpose spaces to provide personal training and group exercise to encourage an active lifestyle in the community.
Hearing Clinics	Students assess hearing needs, make recommendations and fit hearing instruments. Hearing classrooms are adjacent to the clinical space allowing for effective staff supervision.
Health Promotion	Student groups develop community health promotion programs and presentations on topics such as smoking cessation and diabetes management.

6.10.6 Technical Supports

Technology is an integral part of learning, studying, socializing and participating in campus life. George Brown College technical support services keep students connected and help students access needed resources.

Support Area	Technical Supports
Student ID Card	Student photo ID cards facilitate access to many of the college's services and facilities. Full details can be accessed at: Student Photo ID Card

Support Area	Technical Supports
Student Email	Every full-time George Brown student receives a college e-mail account, available anywhere using a web browser. Its is considered the optimal way to: • Ask questions of faculty • Exchange study notes with classmates • Submit assignments • Access important college information • Be informed about class cancellations or schedule changes • Keep track of important deadlines and key dates, like exams and intersession week • Receive information from the college on tuition, program status and transcripts Each full-time student account offers 100MB storage capacity and provides access to Microsoft Exchange calendar functions. The calendar allows coordination with instructors and key college contacts regarding office hours, advising sessions, consultations and other important dates. It also allows the student to easily send group emails to other students by program or course. Full details can be accessed at: Student Email
Wireless Access	Students may use their laptops to Wirelessly connect to the Internet from many locations within the College. Wireless access is currently available in all public areas of the College. Full details can be accessed at: Wireless Access

6.10.7 Career Services

George Brown College is committed to getting students the jobs they want and the College provides several services for both its students and faculty to assist in this process.

Support Area	Career Services Supports
Career Advisement	Students can book an individual consultation with a George Brown College Career Advisor. Career Advisors provide assistance in a number of areas including interview skill practice and résumés writing. Full details can be accessed at: Career Advisor
Meet Employers	The Career Services Centre offers numerous opportunities to meet and connect with employers, such as career fairs, networking events and information sessions. This helps students build their network and learn more about industry and workplace trends.

Support Area	Career Services Supports
Career Resources	The Career Centre provides current and relevant resources on building a career. Students can go into an on-campus Centre to access online information, books, magazines and other useful print material. Free career workshops are facilitated by Career Advisors during the fall and winter semesters.
Online Job Site	The College hosts an online GBCareers job site provided exclusively for George Brown College students and alumni.
Career Start Course	If students don't have time to visit the Career Centre, they can access a free online course to help develop knowledge and skills for successful career planning.

6.11 Faculty

6.11.1 Four-Year Projection of Cumulative Enrolment

The estimated four-year cumulative enrolment and staff projections for the program:

Intake	Cumulative Enrolment Full-time*	Cumulative Full-time Faculty Equivalents (FTE)**	Full-time Student: FTE Faculty Ratio	Classroom & Lab Support Technicians
Year 1	30 (Year 1)	2.4	12:1	0.5
Year 2	30 (Year 1) 28 (Year 2) 58 Total	5.0	11:1	0.5
Year 3	30 (Year 1) 28 (Year 2) 26 (Year 3) 84 Total	7.5	11:1	0.5
Year 4	30 (Year 1) 28 (Year 2) 26 (Year 3) 24 (Year 4) 108 Total	10	11:1	0.5

*   Assumes an attrition rate of 5%
** Based on 12 teaching contact hours per faculty

George Brown College currently offers a three-year ASL–English Interpreter program advanced diploma. As indicated by the College's extensive employer and industry consultations, there is growing economic demand for a baccalaureate program in ASL–English interpretation. Once the proposed degree program is approved and launched, it is the intention of George Brown College to sunset its existing diploma.

The degree's enrolment projection of 30 students per intake is based on the enrolment target now in place for the College's existing diploma program. Class sizes and faculty-to-student ratios for interpretation programs need to be kept at the projected levels to support the intense student support and feedback requirements of an interpretation program. The projected enrolment numbers are also consistent with class sizes of programs for the interpretation profession.

Attrition rates in signed-spoken language interpretation programs tend to be high given the demands on students to develop a broad range of communication, socio-linguistic and interpersonal skills. Also, given that intake numbers are relatively small, any number of students leaving the program will have a more noticeable impact on the attrition percentage calculation.

The College has already undertaken significant work to address attrition in its ASL-English Interpreter diploma program. Our focus will continue to be on marketing efforts that attract and accept students who possess the key attributes needed to succeed in the program and career. An example of current marketing materials for qualified applicants to the ASL-English Interpreter diploma program is the School of Deaf and Deafblind Studies online brochure: Facilitating Access and Empowerment.

6.11.2 Faculty Plan

The School of Deaf and Deafblind Studies currently has eight faculty with Masters credentials and two faculty with baccalaureate credentials teaching in the advanced diploma program. As part of this application, the School has received exception letters from the College President for the faculty with baccalaureate credentials to teach in the degree program. As such, the current ten faculty at George Brown are considered qualified to teach in the proposed degree program.

In addition to current faculty, the School has identified nine qualified instructors with doctoral credentials and two instructors with related Master degrees who have indicated an interest in teaching in the degree program. The curriculum vitae for all 21 instructors are provided below.

In consideration of these available resources, the degree program is projected to have a faculty complement with approximately 43% holding a doctoral credential. In the first year of the program, one additional full-time faculty with a doctoral credential will be added to the faculty team so that approximately 45% of the faculty will have a Ph.D. credential.

When George Brown College first started to explore the possibility of developing a Bachelor of Interpretation (ASL – English) program, it initiated preliminary discussions with MTCU representatives regarding the PEQAB requirement for 50% of the faculty to have a terminal credential. The concern expressed by George Brown to MTCU is that there is only one university in the world (Gallaudet University) that offers a Ph.D. in interpretation with a focus on signed-spoken language interpretation. The small pool of Ph.D. qualified candidates, who reside primarily in the United States, makes it extremely challenging to meet the PEQAB ratio requirement. During these initial discussions, MTCU representatives acknowledged this challenge and encouraged George Brown to continue to pursue this greatly needed program.

The College is committed to developing and offering a quality baccalaureate program that meets all degree level standards. While the projected faculty complement in the initial years of the degree program launch may not meet the PEQAB terminal credential requirement due to the lack of PhD qualified faculty available in Canada, George Brown will continue to work with other industry experts and educational institutions to identify opportunities to access qualified instructors. Our efforts to date include:

- Discussions with Gallaudet University to establish a reciprocal process that introduces their PhD students to the opportunity of teaching in a George Brown College degree program.

- Developing professional development opportunities for existing faculty to obtain a doctoral credential.

- Exploring opportunities that incorporate video conferencing and similar technologies to support PhD instructors from other parts of the country and the United States to teach in the program.

6.12   Policies Related to Faculty

Please refer to Section 16 – Policies for copies of George Brown's policies related to faculty.

6.13   Curriculum Vitae Release

The College has on file and available for inspection, from all faculty and staff whose curriculum vitae (CVs) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review and final status of the program application.

6.14   Curriculum Vitae of Faculty Delivering Core Courses (Removed for Web Version)

6.15   Curriculum Vitae of Faculty for Liberal Studies (Removed for Web Version)

Section 7:   Credential Recognition

7.1   Program Design and Credential Recognition

George Brown College currently delivers five baccalaureate programs. Each is designed to provide students with defined pathways into employment, toward industry credentials where applicable, and opportunities for graduate studies. These pathways are created through ongoing consultations with stakeholders at every stage of program design and development. We strategically pursue new degree opportunities in sectors where the College already has significant partnerships and working relationships that will inform and strengthen program development and ongoing delivery.

Our advanced diploma, ASL – English Interpreters (AEIP), is the only Ontario Interpreter Education Program recognized by the Association Visual Language Interpreters of Canada. As such, the diploma is currently considered a provincial standard used by employers when hiring interpreters and George Brown has a significant responsibility to ensure that the credential offered for sign language interpreters fully addresses the current and future requirements of the sector.

7.2   Credential Recognition – Employers

While employers regularly provide positive feedback on the skills of our AEIP graduates, they are also highlighting the need for Ontario to provide a degree-level program for ASL-English interpreters. The employer letters received and included below indicate strong support for George Brown replacing the existing diploma with a degree credential. An excerpt from the Ontario Interpreting Services of the Canadian Hearing Society's letter of support illustrates the need for a degree credential recognition:

> Currently 30% of requests made to the Canadian Hearing Society's Ontario Interpreting Services in the province of Ontario continue to go unfilled annually due to lack of interpreter availability. This does not only mean that we do not have enough "body" interpreters to fill in the requests but skills/experiences that interpreters are reportedly lacking especially when it comes to legal, justice, legislative, medical, mental health, and postsecondary educational setting. This is also true for private, broader public, and for non-profit sectors. A higher level of education as the George Brown College's proposed undergraduate degree program will certainly provide an enhanced foundational knowledge base. This knowledge base will be built upon through experiences and high skill requirements a professional Interpreter will collect.
>
> *Ontario Interpreting Services*

As more people in the Deaf community attain higher academic credentials, demand for interpreters in a broader number of industries will continue to increase. As Deaf people gain greater linguistic access to higher education and career advancement, there is a growing need for interpreters who possess the necessary academic background and specialized interpreting skills needed to offer services for Deaf people who hold such positions (Witter-Merithew and Nicodemus, 2011). In fact, a new career pathway is emerging for ASL-English interpreters as Deaf professionals (e.g. doctors, lawyers, academics, computer programmers and senior executives) require the regular and ongoing services of their own Designated Interpreter.

The Chief Executive Officer and President of the Canadian Hearing Society also provided a letter of support related to the proposed internship:

> For more than two decades, The Canadian Hearing Society has been historically partnered with [George Brown College] as we have provided students, from the GBC Interpreter Training Program, placement opportunities with our staff and freelance interpreters. In fact, there has been a significant number of interns that have completed CHS' Interpreter Internship that were graduates of the GBC ASL-English Interpreting Training Program.
>
> *Chris Kenopic, CEO and President*
> *Canadian Hearing Society*

The following excerpt from the Ontario Association of the Deaf (OAD) letter of support includes mention of Ontario's Accessibility for Ontarians with Disabilities Act (AODA) as a requirement that will impact the need for ASL-English interpreters, especially in the public sector and particularly with the Ministry of Community and Social Services:

> The Ontario Association of the Deaf (OAD) urgently needs more interpreters due to the fact that we have a lot meetings and consultations with government agencies, and schools. We continually have difficulty with scheduling interpreters because there are not enough. In the near future, there will be Video Relay Service available in Ontario. They will also require more interpreters . . . OAD believes that a Bachelor of Arts degree for the ASL-English Interpreter Program would be the best investment for the students and George Brown College. Students would have a promising career and future with their degree. The graduate students would be proud to be alumni of GBC, and also OAD would not have difficulty finding qualified interpreters.
>
> I am sure you are aware that on June 13, 2005, the government passed the Accessibility for Ontarians with Disabilities Act, 2005. Through the act and the accessibility standards, our goal is to make Ontario accessible by 2025. That mean George Brown College would have great support from the Ministry of Community and Social Services.
>
> *Ontario Association of the Deaf*

The Video Relay Service (or sometimes referred to as Video Remote Interpreting) mentioned in the OAD support letter is an emerging service in Canada that will require the services of interpreters. For example, in May 2012, the Windsor Police Service was the first force in Ontario to use this high-tech service aimed at improving communication with people who are deaf, hard of hearing and with other language barriers. The program includes 24/7 access to telephone and video remote interpreting services at all police facilities where there is interaction with the public. It allows deaf and hearing people to communicate through a video based interpreter via the website.[7]

Educational environments often need to provide accessibility services and supports to Deaf learners and Deaf Instructors. George Brown College regularly contracts with ASL-English interpreters to support a broad range of education programs and services. As noted in the letter of support from the College's Deaf and Hard-of-Hearing Services area:

> The proposed transition to a Bachelor of Arts program would give students an additional year of in-depth study into the intricacies of the language and would make for a more proficient graduate. As a person who hires over 70 educational interpreters to fill positions in 23 campuses of 5 Toronto colleges, I am

---

[7] Web reference: http://globalaccessibilitynews.com/2012/05/14/canadian-police-adopt-video-remote-interpreting-service-for-deaf-people/

whole heartedly in favour of more education which will translate into a higher skill set in the classroom for the nearly 200 Deaf and hard-of-hearing students that we serve.

I have had the pleasure of talking to several current students who are excited about the possibility of a B.A. program. It will allow them career mobility and will signal a high level of skill and commitment to hearing and Deaf members of the general public.

Deaf and Hard-of-Hearing Services, George Brown College

Employers who require ASL-English interpreters regularly approach George Brown College to collaborate on opportunities to better integrate services for the Deaf community into their organization. As noted in the Program Advisory Committee (PAC) minutes included in Section 4 of this application, the Art Gallery of Ontario has made a presentation to our PAC. An excerpt from the AGO's letter of support:

With the need to comply with AODA standards, there is an increasing need for graduates of the College's interpreter training program, to provide ASL-English translation for public programs. At the AGO we hope to exceed the AODA requirements and increase our Access programs to encourage greater participation with the Deaf and hearing impaired community. We have budgeted for interpreters to provide ASL-English translation for some of our public program offerings.

It is important for the program to be recognized as one that operates to the same rigorous standards as a University Bachelor of Arts degree in order to attract students, and to ensure that the interpretation service they are trained to provide is given the respect it deserves.

Art Gallery of Ontario

The industry representatives from the School of Deaf and Deafblind Studies PAC also provided a letter of support that includes:

As George Brown College is currently the only program within the province that offers this unique and vital training for users of American Sign Language, this situates the College to potentially be the first to offer this specific degree, therefore becoming the educator of choice.

Conferring a degree would advance the status of ASL and ASL-English Interpretation to the level of spoken language interpreters, who currently study in a university setting, graduating with a Bachelor of Arts.

Program Advisory Committee
George Brown School of Deaf and Deafblind Studies

Silent Voice, a not-for-profit founded in 1975, is the only organization in the GTA offering community and family-based support to deaf children and adults in ASL. They provide social-recreational programs in ASL for deaf children and their hearing brothers and sisters and teach hearing family members the language of ASL. Also, in partnership with other organizations, Silent Voice offers special assistance and outreach services to disadvantaged deaf adults living in the community. The Silent Voice letter of support includes the following statement:

Although we notice the current program is graduating students who are skilled in ASL, we believe the students would benefit immensely from an increase in general knowledge, which would come from a 4-year degree. Additionally, the appeal of a Bachelor of Arts degree will increase the calibre and retention of the students, ensuring work-ready graduates.

Silent Voice

The complete employer letters of support are provided later in this section.

7.3   Credential Recognition – Industry

The Association of Visual Language Interpreters of Canada (AVLIC) is a non-profit, professional association for interpreters whose working languages include a sign language. AVLIC was incorporated in 1979 and has several Affiliate Chapters. Ontario's Affiliate Chapter is the Ontario Association of Sign Language Interpreters (OASLI). AVLIC is the only certifying body for ASL-English interpreters in Canada through the means of its Canadian Evaluation System.

George Brown College has a strong collaborative relationship with AVLIC. The College's current advanced diploma program is Ontario's only Interpreter Education Program listed on the AVLIC website. Quality assurance in program delivery is also recognized by George Brown and AVLIC through the George Brown's requirement that all of its practicum/field supervisors must be AVLIC members. Currently, George Brown is the only Canadian interpeting program that has this stipulation in place. In addition, the degree program students will be required to maintain student membership status with AVLIC prior to commencing practicum or internship experiences with working interpreter.

AVLIC supports the development of the proposed program as indicated in its letter provided below that includes the following comments:

> The Association of Visual Language Interpreters of Canada (AVLIC) is pleased to learn that George Brown College is planning to develop a bachelor's degree program in American Sign Language (ASL) -English interpreting. Such a program, especially delivered by a leading post-secondary institution in Ontario, would be a valuable contribution toward ensuring that people have access to interpreters who are professional, knowledgeable, competent and ethical.
>
> . . . Your proposed degree program is greatly needed, especially in light of recent government legislation, such as Ontario's Accessibility for Ontarians with Disabilities Act. As Ontario and other provinces heighten public awareness regarding people's right to access interpreting services for essential public services, there will be increasing demand for qualified interpreters. The proposed degree program will be well aligned with the national and provincial efforts to provide needed interpreter services as required.
>
> *Christie Reaume*
> *AVLIC President (2010 – 2014)*

7.4   Credential Recognition – Opportunities for Graduate Studies

George Brown College consulted with representatives from universities that offer educational programs related to signed-spoken language interpretation:

1. From April to June 2013, George Brown College held focus groups with a range of stakeholders, with representation including Ontario Interpreter Services, AVLIC, York University/Glendon College, Gallaudet University, Teaching Interpreting Educators and Mentors (TIEM) Center, and faculty from Berkeley and San Francisco Universities.

2. George Brown College representatives conducted a two-day site visit at Gallaudet University to discuss the proposed program with Gallaudet faculty and administrators. College representatives included the Director of Community Services and Early Childhood Education, the Dean for the Centre for Preparatory and Liberal Studies and the Coordinator for the American Sign Language – English diploma program.

3. In June 2013, George Brown presented the proposed degree program at the Global Awakening: Leading Practices in Interpreting (Critical Link 7) hosted by Glendon College/York University, Attendees to the conference were professors who teach interpreting, or who conduct research in interpreting.

4. George Brown is reaching out to universities with Master programs related to our proposed degree to determine potential opportunities for baccalaureate graduates into academic pathways.

Throughout our discussions, the proposed degree outcomes and program outcomes were reviewed and discussed. Overall feedback was very positive and strongly supported the program map and outcomes. Specific recommendations received throughout the sessions were integrated into the program design and course outlines provided in this application.

Letters of support from universities are included later in this section. Excerpts from the letters that provide evidence of credential recognition:

> Further to the initial discussions George Brown College has had with the Department of Interpretation here at Gallaudet University, we see that your proposed BA program fills a need in Canada by providing a full undergraduate level education for ASL-English interpreting.
>
> We are also pleased to confirm that we do believe graduates from your program may qualify for admission into our graduate level program enabling Canadian ASL-English interpreters to gain an MA level education furthering their understanding of the complexities of our field and facilitating higher quality delivery of interpreting services. We look forward to working with you as this program develops.
> ### *Dr. Christopher Stone, Gallaudet University*

> In the U.S., there are only about 42 programs at the Baccalaureate level, while in Canada there are no programs in ASL or interpreting at this level. Similar to the US, current accessibility legislation has increased the need for skilled interpreters and a Baccalaureate program would be better suited to meet the skill level requirements of the profession and meet the needs of interpreting consumers. The need in both the U.S. and in Canada far outweighs the supply. As the coordinator of the MA in Interpreting Studies at Western Oregon University, I understand the need for more interpreter education programs at the Baccalaureate level and support the development of the program at George Brown College.
>
> Once the Ministry of Training, Colleges and Universities approves the program, we would welcome applications from graduates of the Bachelor of Interpretation (ASL – English) program at George Brown College to the MA in Interpreting Studies program at Western Oregon University.
> ### *Dr. Elisa Maroney, Western Oregon University*

> . . . becoming a professional interpreter is a complex learning process, one that requires students to develop advanced cognitive skills, the ability to process information at an accelerated pace, a deep understanding of intercultural interaction, and the exercising of professional judgment. Like you, I believe that the best way to foster this learning is through a full bachelor of arts program. It is for this reason that I support your efforts.
>
> What's more, the creation of a BA program would potentially open the door to collaboration between your institution and my own. Glendon recently launched a graduate program that offers specialization in court, healthcare, and conference interpreting. For the moment, it operates exclusively with spoken

languages, but we would be open to exploring the development of an ASL-English stream within the program. In fact, we believe strongly that the collaboration between spoken- and sign language interpreters would result in a range of innovative spin-offs that would benefit multiple stakeholders.

Dr. Andrew Clifford, Glendon College, York University

Canada is ready for a BA in interpreting – there is a well established body of literature upon which to build curriculum, there is a pool of educators with MA and PhD's who may be available to work in the program, and the professional organizations representing interpreters are pressing for advanced standards in order to continue to develop the profession. Ethical practices are well established and the profession is self-governing. It is also clear that shorter programs, be they certificate or diploma programs, are struggling to meet the Deaf community and interpreting profession's expectations for quality. There simply is insufficient time in a shorter program to adequately prepare interpreters for the increasingly complex linguistic demands of medical, legal, government, mental health, educational and religious settings, and provide the foundation of theory and practice that is necessary for mature decision-making within a practice profession. Providing a degree credential will advance the profession and ultimately mean that we can serve the Deaf and non-deaf consumers of our services in more effective ways. I can state that I unequivocally support the proposed program, and wish you every success in achieving this milestone and contributing to improving the quality of education of signed language interpreters in Canada.

Dr. Debra Russell, Western Canadian Centre for Deaf Studies,
Educational Psychology, University of Alberta

In addition to letters of support from universities, the George Brown alumni representative on the Program Advisory Committee provided a letter of support that included the alumni perspective on pathway opportunities provided through a baccalaureate program:

With a BA, graduates will find the gates of opportunity wide open and the ultimate result will be more educated practitioners in the field of ASL-English interpreting. This point is of particular note, as an increasing number of members of the Deaf Community are pursuing higher levels of education. Higher education for ASL users demands elevated ASL and English skills for the interpreters working in the field. The higher level of education that students will receive through the offering of a BA will not only enable the graduates to meet the linguistic needs and expectations of the Deaf Community, but they will also feel more prepared and confident while doing so.

ASL – English Interpreter Program, Program Advisory Committee Alumni Representative

7.5 Credential Recognition – Letters of Support

7.5.1 Letters of Support – Employers

Letters of endorsement from the following organizations are included in this section:

1. George Brown College – Program Advisory Committee

2. Art Gallery of Ontario

3. Canadian Hearing Society

4. Canadian Hearing Society – Ontario Interpreting Services

5. Canadian Hearing Society – CONNECT Counselling Services

6. George Brown College Deaf and Hard of Hearing Services

7. Ontario Association of the Deaf (OAD)

8. Royal Ontario Museum

9. Silent Voice

George Brown College
P.O. Box 1015, Station B
Toronto, Ontario
Canada
M5T 2T9

March 7, 2011

To: Ministry of Training, Colleges and Universities

Attention Ontario Ministry of Training, Colleges and Universities:

Re: Application for Conferring a Degree

As Chair of George Brown College's ASL-English Interpreter Program, I am writing this letter in support of the program's desire to change the program from a three-year diploma program to conferring a four-year Bachelor of Arts Degree.

As a consumer of interpreting services, and an employer of the college's graduates, I believe wholeheartedly that such an initiative is vital to the provision of proficient ASL-English Interpreting Services within Ontario.

The demand for qualified and proficient interpreting services is problematic given the shortage of interpreters. I project the shortage will be even more dire given the Accessibility for Ontarians with Disabilities Act, 2005 requiring an accessible Province for all its citizens. This initiative to move to a degree program aligns with Ontario's accessibility agenda.

Currently there are only five ASL-English Interpreting Programs in Canada, none of which offers a degree specific to ASL-English Interpreting. As George Brown College is currently the only program within the province that offers this unique and vital training for users of American Sign Language, this situates the College to potentially be the first to offer this specific degree, therefore becoming the educator of choice.

Conferring a degree would advance the status of ASL and ASL-English Interpretation to the level of spoken language interpreters, who currently study in a university setting, graduating with a Bachelor of Arts.

In the United States, any interpreter wishing to sit for certification must possess a BA by the year 2012. By offering a degree program, we could potentially attract "international" students from the United States who otherwise would not consider George Brown's Program.

One benefit of this degree for students would be the opportunity for them to pursue graduate and doctoral programs in interpreting with Gallaudet University. The College would then have the beginning of a succession plan should graduates wish to pursue teaching interpreting at the College.

The demographic of the Deaf Community is also changing, as we see users of ASL pursuing higher levels of education, necessitating the need for interpreters to have a higher level of education in order to meet the linguistic needs of the Deaf community.

In conclusion, as the Program Advisory Committee Chair, I have witnessed the overwhelming support from community stakeholders and dedication by faculty with respect to their desire to see George Brown College's ASL-English Interpreter Program succeed by fulfilling its goal of providing access and empowerment to Deaf Ontarians.

Respectfully,

Dean Walker
Chair

dean@deafontario.ca
deafdean@bell.blackberry.net

CC   Maxine Laine
        AEIP PAC committee
        file

Art Gallery of Ontario
Musée des beaux-arts de l'Ontario

May 16, 2011

To: Ministry of Training, Colleges and Universities

Attention Ontario Ministry of Training, Colleges and Universities:

Re: Application for Conferring a Degree

This letter is in support of George Brown College's ASL-English Interpreter Program changing their offering from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

As a partner in the public program that makes regularly scheduled ASL interpreted tours available at the Art Gallery of Ontario utilizing students in their final year of the ASL-English Interpreter Program I feel that the program at George Brown teaches to a very high level of education, providing students with a rigorous and challenging curriculum. Students in their final year are prepared to deliver a professional level of interpreting services.

With the need to comply with AODA standards, there is an increasing need for graduates of the College's interpreter training program, to provide ASL-English translation for public programs. At the AGO we hope to exceed the AODA requirements and increase our Access programs to encourage greater participation with the Deaf and hearing impaired community. We have budgeted for interpreters to provide ASL-English translation for some of our public program offerings.

It is important for the program to be recognized as one that operates to the same rigorous standards as a University Bachelor of Arts degree in order to attract students, and to ensure that the interpretation service they are trained to provide is given the respect it deserves.

Please accept this letter as an endorsement of the program's application to obtain B.A. degree status.

Yours sincerely,

Doris Van Den Brekel
Program Coordinator: Gallery Guides
Education Division ex. 268

317 Dundas Street West, Toronto, Ontario, Canada M5T 1G4 Tel 416 979 6660 www.ago.net

CHS | SCO
CANADIAN HEARING SOCIETY
SOCIÉTÉ CANADIENNE DE L'OUÏE

June 20, 2012

To: Ministry of Training, Colleges and Universities

Re: Application for Conferring a Degree

On behalf of The Canadian Hearing Society, we are writing this letter in support of George Brown College's ASL-English Interpreter Program's application to change their program from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

As Canada's largest organization that serves culturally Deaf, oral deaf, deafened, and hard of hearing consumers, we have accepted a significant number of graduates of the George Brown College's ASL-English Interpreter Training Program into our CHS Interpreting Internship. We have done so since the program was established. This successful example has evidently demonstrated to be a huge partnership to the program.

We have witnessed the constant growth of demand for interpreting services given that the program has provided our community a great deal of interpreters. In the light of the Government of Canada's ratification of United Nations Convention on Rights of Persons with Disabilities, Charter of Rights (e.g., Supreme Court of Canada's Eldridge and Federal Court of Canada's Canadian Association of the Deaf decisions), Ontario Human Rights Code (e.g., OHRC Policy and Guidelines on Duty to Accommodate Persons with Disabilities), and Accessibility for Ontarians with Disabilities Act, these human rights legislations and legal decisions have heightened the level of public awareness in educating the public to increase interpreting services dramatically in essential public services and wider communities in society.

1

Therefore it's paramount to note that it is critical to continue to build the effectiveness of development of ASL-English interpreting proficiencies and to the field of ASL-English interpreting at large in timely manner.

Currently 30% of requests made to CHS' Ontario Interpreting Services in the province of Ontario continue to go unfilled annually due to lack of interpreter availability. This does not only mean that we do not have enough "body" interpreters to fill in the requests but skills/ experiences that interpreters are reportedly lacking especially when it comes to legal, justice, legislative, medical, mental health, and postsecondary educational setting. This is also true for private, broader public, and for non-profit sectors. A higher level of education as the George Brown College's proposed undergraduate degree program will certainly provide an enhanced foundational knowledge base. This knowledge base will be built upon through experiences and high skill requirements a professional Interpreter will collect.

For more than two decades, The Canadian Hearing Society has been historically partnered with the program as we have provided students, from the GBC Interpreter Training Program, placement opportunities with our staff and freelance interpreters. In fact, there has been a significant number of interns that have successfully completed CHS' Interpreter Internship that were graduates of GBC ASL-English Interpreting Training Program.

Please accept this letter as an endorsement for the GBC program's application for a higher level of education into undergraduate program.

Yours sincerely,

Chris Kenopic,
CEO and President

2

THE CANADIAN HEARING SOCIETY
LA SOCIÉTÉ CANADIENNE DE L'OUÏE

March 29th, 2011

To: Ministry of Training, Colleges and Universities

Re: Application for Conferring a Degree

This letter is in support of George Brown College's ASL-English Interpreter Program changing their program offering from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

As a significant employer of the graduates of the College's interpreter training program, we believe that an initiative such as this is vital to the development of ASL-English interpreting proficiencies and to the field of ASL-English interpreting at large. It also better serves the needs of the Deaf community which is paramount.

Currently 30% of requests made to Ontario Interpreting Services in the province of Ontario go unfilled due to lack of interpreter availability. There is a significant needed for well trained interpreters in the province to meet the growing need for service. This is particularly evident in the legal, justice, education and mental health sectors. A higher level of education such as the BA degree proposed by GBC will provide an enhanced foundational knowledge base which professional interpreters can build upon with experience as they embark on their career.

As the public and private sector embrace the **Accessibility for Ontarians with Disabilities Act** (**AODA**) we need to ready the interpreting field to meet the demand and expectations of the legislation. A degree level educational opportunity for the field is necessary to fully and successfully support the AODA requirements.

Ontario Interpreting Services has been a longtime supporter of the students from the GBC Interpreter Training Program. We have provided placement opportunities for the students with our staff and freelance interpreters over the years and we look forward to continuing that support in the future.

Please accept this letter as an endorsement of the program's application to obtain said status.

Regards,

Cheryl Wilson
Director, Ontario Interpreting Services

Ontario Interpreting Services/Services d'interprétation de l'Ontario
Provincial Office Siège social   271 Spadina Road, Toronto, Ontario M5R 2V3
Phone Voix: 416.928.2500 | TTY ATS: 416.928.2510 | FAX Téléc: 416.928.2551 | Website siteweb: www.chs.ca
Charitable Registration Number 10684 6926 RR0001

Founded in association with   ONTARIO
Fondé en association avec   ASSOCIATION
                                OF THE DEAF

Interpretation (ASL –English)   George Brown College   149

CHS | SCO
CANADIAN HEARING SOCIETY
SOCIÉTÉ CANADIENNE DE L'OUÏE

Ms. Phyllis Beaton-Vazquez, MA
Program Coordinator and Professor, ASL - English Interpreter Program
School of Deaf and Deaf Blind Studies
George Brown College
200 King Street East
Toronto, ON M5A 3W8

June 20, 2012

Dear Ms. Beaton-Vazquez:

    CONNECT Counselling Services strongly supports GBC's proposed 4-year baccalaureate program in ASL-English Interpreting as it relates the need for qualified interpreters for our daily professional work.   CONNECT is one of The Canadian Hearing Society's programs, providing services   As the only program in Ontario providing psychotherapy, psycho-education, advocacy, and case management to deaf, hard of hearing, and deafened individuals, we use and depend on interpreting services, many of whom are graduates of George Brown College's diploma program.

- The demand for ASL-English interpreters currently exceeds interpreter availability, and even more so, for specialized fields such as mental health.

- Interpreters need a degree level education in order to meet the academic demands of working with our Deaf therapists and social workers. There is a need for interpreters to understand mental health terminology and definitions. Without this knowledge, interpreting during psychotherapy appointments can be compromised and the quality of the sessions impacted.

- CONNECT regularly employs interpreters for various assignments, including individual counselling, clinical team meetings, external case conferences (i.e., psychiatrist, nurse, therapist and client) to review important information pertaining to client's medication and well-being, and for mental-health related appointments held out in the community.

- It is essential that interpreters wishing to work in the field of mental health, have the training and background not only in mental health terminology, but also possess some knowledge of psychoses, neuroses, and how to interpret during mental health emergencies (i.e., suicidal ideation and attempts), as well as for addictions. Interpreting for AA or NA groups and in addiction treatment programs is seriously lacking. Many interpreters gain knowledge through experience on the job.   However, having a 4-year degree program would provide them more education and practicum in mental health.

- Clients in need of access to mental health and addictions often have their needs denied or delayed, when interpreters are not readily available, leaving many without appropriate assessment, diagnosis, and treatment. This leaves many without access to mainstream services and healthcare, which conflicts with the Accessibility for Ontarians with Disabilities Act (AODA) and Charter of Rights.

- The Greater Toronto Area sees an influx of immigrants annually, with a percentage of them being deaf. Many of them require settlement services and adjustment to Canada, assistance with applications for residency, and access to health care. Some arrive suffer from PTSD or other mental illnesses as a result of trauma experience. This has expanded the need for interpreters to be able to communicate in International Sign, and to create training programs for Deaf Interpreters.

We believe George Brown College's development of a 4-year baccalaureate degree program for the profession is greatly needed and fully support its application. A BA level program will attract more students, and expand the professional pool of interpreters and enable communities across Ontario to meet the supply and demand. Quality of interpreting in mental health settings will be greatly enhanced.

Sincerely,

Karon Frayn, MSW, RSW
Director of Counselling Programs
CONNECT Counselling & GSS Services
The Canadian Hearing Society
271 Spadina Road
Toronto, ON M5R 2V3

Deaf & Hard of Hearing Services
GEORGE BROWN COLLEGE
STUDENT AFFAIRS "PARTNERS IN YOUR SUCCESS"

Memorandum

To: Ministry of Training, Colleges and Universities

From: Cynthia Carey, Manager
Deaf and Hard-of-Hearing Services

Date: April 13, 2011

Subject: <u>**Application for Conferring a Degree**</u>

Please accept this letter in support of George Brown College's proposed change to the format of the ASL/English Interpreter Program from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

The proposed transition to a Bachelor of Arts program would give students an additional year of in-depth study into the intricacies of the language and would make for a more proficient graduate.

As a person who hires over 70 educational interpreters to fill positions in 23 campuses of 5 Toronto colleges, I am whole heartedly in favour of more education which will translate into a higher skill set in the classroom for the nearly 200 Deaf and hard-of-hearing students that we serve.

I have had the pleasure of talking to several current students who are excited about the possibility of a B.A. program. It will allow them career mobility and will signal a high level of skill and commitment to hearing and Deaf members of the general public.

This change has great potential to increase the current number of interpreters, improve quality of graduates, meet the needs of the hearing and Deaf members of the community who deserve such quality, and help with the increased demand for interpreters due to the AODA legislation.

Sincerely,

Cynthia I. Carey BA BA CPS/CAP
Manager, Deaf and Hard-of-Hearing Services

Cynthia I. Carey

Manager, Deaf and Hard-of-Hearing Services
Student Affairs

Rm. 173B-A
St. James Campus

Tel: (416) 415-5000
        Ext. #3522
Fax: (416) 415-2161
Email:
ccarey@georgebrown.ca

Ontario Association of the Deaf

Working together to ensure a better future for Deaf Ontarians.

March 8, 2011

To: Ministry of Training, Colleges and Universities

Attention Ontario Ministry of Training, Colleges and Universities:

Re: Application for Conferring a Degree

This letter is in support of George Brown College's ASL-English Interpreter Program changing their program from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

The Ontario Association of the Deaf (OAD) is Canada's oldest Deaf non-profit consumer organization. OAD is working for the purpose of ensuring equality and protecting the rights of Deaf Ontarians. OAD was founded in 1886 by two Deaf instructors from the Belleville Institution for the Deaf, now known as Sir James Whitney School. OAD depends upon both public donations and government funding for our operations. The organization was incorporated in 1963.

As an organization utilizing interpreting services and employing graduates of the College's interpreter training program, we believe that an initiative such as this is vital to the development of ASL-English interpreting proficiencies, to the field of ASL-English interpreting at large, and to the needs of the Deaf community.

OAD urgently needs more interpreters due to the fact that we have a lot meetings and consultations with government agencies, and schools. We continually have difficulty with scheduling interpreters because there are not enough. In the near future, there will be Video Relay Service available in Ontario. They will also require more interpreters.

Due to the length of the programs, one year for ADSP and then three years for AEIP, the time invested by students ends up being equivalent to a 4-year Bachelor of Arts in terms of time commitment for students. A 4-year BA in interpreting will be very appealing to prospective students given they will graduate with a degree instead of a diploma.

OAD believes that a Bachelor of Arts degree for the ASL-English Interpreter Program would be the best investment for the students and George Brown College. Students would have a promising career and future with their degree. The graduate students would be proud to be alumni of GBC, and also OAD would not have difficulty finding qualified interpreters.

I am sure you are aware that on June 13, 2005, the government passed the Accessibility for Ontarians with Disabilities Act, 2005. Through the act and the accessibility standards, our goal is to make Ontario accessible by 2025. That mean George Brown College would have great support from the Ministry of Community and Social Services.

Please accept this letter as an endorsement of the program's application to obtain said status.

Regards,

John Mans
Vice President

CC Dean Walker – OAD Executive Director

2395 Bayview Avenue - Toronto, Ontario - M2L 1A2
TTY 416 513 1893 - Fax 416 413 4822 -
Email office@deafontario.ca - www.deafontario.ca
Charitable registration number 11906 7411RR0001

Royal Ontario Museum

100 Queen's Park, Toronto Ontario Canada M5S 2C6
416.586.8000 www.rom.on.ca

March 31, 2011

To: Ministry of Training, Colleges and Universities

Re: Application for Conferring a Degree

On behalf of the Royal Ontario Museum, I am happy to voice our support of George Brown College's ASL-English Interpreter Program application to change their program offering from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

As a partner institution for interpreting services and utilizing the students and graduates of the College's interpreter training program, we believe that an initiative such as this is vital to the development of ASL-English Interpreting proficiencies, to the field of ASL-English interpreting at large, and to the needs of the Deaf community.

The ROM has become a leader in the area of Accessibility. As the AODA legislation has come into play, we are finding an increasing requirement to provide accessible services to the Disability Community. By partnering with George Brown College, we have introduced ongoing tours and select programs to the Deaf and Deafblind community. These monthly offerings have been developed and executed by the team at George Brown and have been extremely well received. In essence, we have created a live laboratory of learning here at the ROM through the Interpreter Program.

We have been privileged and grateful for the professionalism and dedication that has been extended by the students, graduates and staff at George Brown College.

The popularity of these accessible services clearly demonstrates the ongoing, and growing need to have more and more programs interpreted. This requirement will continue to balloon outside cultural organizations, as the AODA legislation extends to the private sector. A four-year BA degree program will suitably address this growth.

Please accept this letter as an endorsement of the program's application to obtain said status.

Regards,

Ania Kordiuk
Vice President, Visitor Relations and Commercial Services

Mixed Sources
FSC

We all want to communicate.

S i l e n t   V o i c e

April 7, 2011

The Ministry of Training, Colleges and Universities

Re: Application for Conferring a Degree

It is my pleasure to write this letter in support of George Brown College's American Sign Language (ASL)-English Interpreter Program's intent to upgrade the program from a three-year diploma program to a four-year Bachelor of Arts degree.

Silent Voice is a small social service agency working within the Deaf community in the GTA. We are committed to communication within the family and the larger community. To this end, Silent Voice often requires ASL-English interpreters to facilitate communication between Deaf and hearing people. We hire ASL-English interpreters at least twice per week to carry out this very important duty.

Although we notice the current program is graduating students who are skilled in ASL, we believe the students would benefit immensely from an increase in general knowledge, which would come from a 4-year degree. Additionally, the appeal of a Bachelor of Arts degree will increase the calibre and retention of the students, ensuring work-ready graduates.

Currently, Silent Voice supports 3-4 students per year in placement, and hires between 4-6 students from the program over summer months. We are committed to creating volunteer opportunities for students, and will continue with this responsibility throughout the evolution of the BA program.

As a community stakeholder, currently sitting on the program's advisory committee, we believe that this initiative is vital to the development of ASL-English interpreting proficiencies, retention of students and varied work opportunities within the Deaf community. If you require any additional information, please feel free to contact me directly at (416) 463-1104 ext. 203, or email at m.haan@silentvoice.ca

Sincerely,

Maureen Haan
Executive Director, Silent Voice

50 St. Clair Ave East, Suite 300, Ontario M4T 1M9   Web: www.silentvoice.ca
Tel: 416 463 1102 TTY: 416 463-3928 Fax: 416 778-1876 Email: silent.voice@silentvoice.ca
Member agency of Catholic Charities Participant in ShareLife
Charitable Registration Number 107980625 RR0001

7.5.2   Letters of Support – Universities

Letters of endorsement from the following universities are included in this section:

1. Gallaudet University

2. Glendon College / York University

3. University of Alberta

4. Western Oregon University

Also included in this section is a letter from the Alumni Representative of George Brown's Program Advisory Committee.

DEPARTMENT OF INTERPRETATION

29th October 2013

Phyllis Beaton Vazquez, MA
Program Coordinator and Professor
ASL - English Interpreter Program
School of Deaf and Deaf Blind Studies
George Brown College
Toronto, ON
(416) 415 2577 TTY

Dear Phyllis,

Further to the initial discussions George Brown College has had with the Department of Interpretation here at Gallaudet University, we see that your proposed BA program fills a need in Canada by providing a full undergraduate level education for ASL-English interpreting. With the ever increasing complexity of the settings in which signed language interpreters are now working and the demands placed upon them, we see that this level of education in general liberal arts alongside specific interpreter training is invaluable for our profession in the 21st century.

We are also pleased to confirm that we do believe graduates from your program may qualify for admission into our graduate level program enabling Canadian ASL-English interpreters to gain an MA level education furthering their understanding of the complexities of our field and facilitating higher quality delivery of interpreting services. We look forward to working with you as this program develops.

Yours sincerely,

Dr. Christopher Stone,
MA in Interpretation Program Coordinator

cc: Dr. Melanie Metzger, Chair

COLLÈGE GLENDON
GLENDON COLLEGE

School of Translation
École de traduction

2275 Bayview Ave
Toronto ON
Canada M4N 3M6

Tel 416 736-2100 x88215
Fax 416 448-9570
interpretation@glendon.
yorku.ca

June 12 2012

Ms. Phyllis Beaton-Vazquez
Program Coordinator and Professor
ASL-English Interpreter Program
School of Deaf and Deaf-Blind Studies
George Brown College
200 King Street East, Room C110
Toronto ON M5A 3W8

Dear Ms. Beaton Vazquez,

Re: Proposal to Develop a BA in ASL-English Interpreting

I'm writing this letter to express my support for the proposal that you are developing to create a BA in ASL-English interpreting.

It is well known that George Brown College has a long-standing tradition of providing high-level, professional training to ASL-English interpreters. The fact that it has done so through a three-year diploma program is a testament to both the institution's and the faculty's ability to achieve impressive results.

But if I may be so bold, becoming a professional interpreter is a complex learning process, one that requires students to develop advanced cognitive skills, the ability to process information at an accelerated pace, a deep understanding of intercultural interaction, and the exercising of professional judgment. Like you, I believe that the best way to foster this learning is through a full bachelor of arts program. It is for this reason that I support your efforts.

What's more, the creation of a BA program would potentially open the door to collaboration between your institution and my own. Glendon recently launched a graduate program that offers specialization in court, healthcare, and conference interpreting. For the moment, it operates exclusively with spoken languages, but we would be open to exploring the development of an ASL-English stream within the program. In fact, we believe strongly that the collaboration between spoken- and sign language interpreters would result in a range of innovative spin-offs that would benefit multiple stakeholders.

In short, I could very easily imagine a future state where graduates of your BA in ASL-English Interpreting could seek admission to a specialized graduate program conceived through a process of collaboration.

I look forward to discussing possibilities further with you, and I wish you nothing but success for your very exciting endeavour.

Regards,

YORK
U

UNIVERSITÉ
UNIVERSITY

Andrew Clifford, MCI, PhD
Chair, School of Translation

UNIVERSITY OF ALBERTA

EDUCATIONAL PSYCHOLOGY
WESTERN CANADIAN CENTRE FOR DEAF STUDIES

6-102 Education North
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.5213
Fax: 780.492.1318
wccsd@ualberta.ca
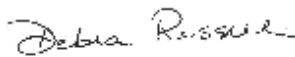www.wccds.ualberta.ca

August 21, 2013

Ms. Phyllis Beaton Vazquez
Program Coordinator and Professor
ASL-English Interpreter Program
School of Deaf and Deaf Blind Studies
George Brown College
Toronto, ON.

Dear Phyllis:

Thank you for the opportunity to review the documentation that you will use to propose a BA in ASL-English Interpreting at George Brown College. It is clear from the documentation that you and your team have conducted a thorough review of existing BA programs in North America, and considered the best elements to construct what will be Canada's first BA degree program in interpreting. I appreciate the constructive approach that George Brown College has taken to gathering information, preparing drafts, seeking input from Deaf community members, interpreter educators, alumni of your program, current students, and working interpreters. It can be challenging to work through multiple perspectives, and the resulting proposal represents a wonderful balance in addressing the concerns and needs of the Deaf community and interpreting profession, and creating a program is built on solid research and best practices in the field of signed language interpretation.

Canada is ready for a BA in interpreting – there is a well established body of literature upon which to build curriculum, there is a pool of educators with MA and PhD's who may be available to work in the program, and the professional organizations representing interpreters are pressing for advanced standards in order to continue to develop the profession. Ethical practices are well established and the profession is self-governing. It is also clear that shorter programs, be they certificate or diploma programs, are struggling to meet the Deaf community and interpreting profession's expectations for quality. There simply is insufficient time in a shorter program to adequately prepare interpreters for the increasingly complex linguistic demands of medical, legal, government, mental health, educational and religious settings, and provide the foundation of theory and practice that is necessary for mature decision-making within a practice profession. Providing a degree credential will advance the profession and ultimately mean that we can serve the Deaf and non-deaf consumers of our services in more effective ways. I can state that I unequivocally support the proposed program, and wish you every success in achieving this milestone and contributing to improving the quality of education of signed language interpreters in Canada.

Sincerely,

Debra Russell, PhD, AVLIC COI
WCCDS Director

October 28, 2013

Dear Ms. Vazquez:

This letter is written in support of the proposed Bachelor of Interpretation (ASL – English) at George Brown College in Toronto, Ontario, Canada. This letter specifically addresses an opportunity for further study for graduates of this Baccalaureate program who would like to continue their education in the field of interpreting.

In the U.S., there are only about 42 programs at the Baccalaureate level, while in Canada there are no programs in ASL or interpreting at this level. Similar to the US, current accessibility legislation has increased the need for skilled interpreters and a Baccalaureate program would be better suited to meet the skill level requirements of the profession and meet the needs of interpreting consumers. The need in both the U.S. and in Canada far outweighs the supply. As the coordinator of the MA in Interpreting Studies at Western Oregon University, I understand the need for more interpreter education programs at the Baccalaureate level and support the development of the program at George Brown College.

Once the Ministry of Training, Colleges and Universities approves the program, we would welcome applications from graduates of the Bachelor of Interpretation (ASL – English) program at George Brown College to the MA in Interpreting Studies program at Western Oregon University.

Sincerely,

Elisa M. Maroney, Ph.D.
Coordinator, MA in Interpreting Studies
Office: 503-838-8735
Fax: 503-838-8228
Email: maronee@wou.edu

7.5.3   Letters of Support – Industry Associations

Letters of endorsement from the following industry associations are included in this section:

1. Association of Visual Language Interpreters of Canada (AVLIC)

2. Ontario Association of Sign Language Interpreters (OASLI)

Ms. Patricia Chorney-Rubin
Director, Community Services and Early Childhood
George Brown College
P.O. Box 1015, Station B
Toronto, Ontario,
M5T 2T9
via email: pchorney-rubin@georgebrown.ca

November 1, 2013

Re: Letter of Support for George Brown College's Proposed American Sign Language -
English Interpreting Bachelor's Degree Program

Dear Ms. Chorney-Rubin:

The Association of Visual Language Interpreters of Canada (AVLIC) is pleased to learn that George Brown College is planning to develop a bachelor's degree program in American Sign Language (ASL) - English interpreting. Such a program, especially delivered by a leading post-secondary institution in Ontario, would be a valuable contribution toward ensuring that people have access to interpreters who are professional, knowledgeable, competent and ethical.

AVLIC is the only non-profit, professional association in Canada for interpreters whose working languages include a sign language. Incorporated in 1979, AVLIC has eight Affiliate Chapters across the country. AVLIC is the only certifying body for ASL - English interpreters in Canada through the means of our Canadian Evaluation System. Among a variety of services, we offer our Code of Ethics and Guidelines for Professional Conduct to maintain high standards and accountability to the field of interpreting.

Your proposed degree program is greatly needed, especially in light of recent government legislation, such as Ontario's Accessibility for Ontarians with Disabilities Act. As Ontario and other provinces heighten public awareness regarding people's right to access interpreting services for essential public services, there will be increasing demand for qualified interpreters. The proposed degree program will be well aligned with the national and provincial efforts to provide needed interpreter services as required.

We understand that it is the intention of George Brown College to transition from offering the diploma program to conferring a four-year bachelor of arts degree in American Sign Language – English Interpreting. We support this strategy for the following reasons:

Association of Visual Language Interpreters of Canada
105 – 39012 Discovery Way, Squamish, BC   V8B 0E5
604-617-8502 phone/text   604-567-8502 fax   avlic@avlic.ca   www.avlic.ca

- There is growing recognition that interpreters need a degree level education to attain the breadth and level of skills, knowledge and practice required for the profession. For instance, applications for AVLIC Active membership requires graduation from a recognized interpreter education program, therefore, post-secondary credentials are not only necessary to be a member, a degree in interpretation will give candidates an advantage towards advancing their skills and career by assisting to prepare for the AVLIC's national certification program – the Canadian Evaluation System (CES).
- A degree program is more likely to attract applicants with the academic qualifications and background needed to undertake the rigorous training required to succeed long-term in the profession.
- A degree credential will provide graduates with greater career mobility and opportunities for furthering academic credentials through post-graduate programs.
- The four-month internship placement will give students the opportunity to increase confidence to move forward into the profession immediately upon graduation.

We wish you the very best in your pursuit of the new bachelor's degree program. Please contact AVLIC via any means listed in the footer below if we can provide any further information to help with this important initiative.

Sincerely,

Christie Reaume
AVLIC President (2010-2014)

CC: Phyllis Beaton Vazquez, Program Coordinator & Professor, ASL-English Interpreter Program at George Brown College
Elizabeth Reid, Reid Roberts Digital Studios Inc.
file

OASLI *Ontario Association of Sign Language Interpreters*

Glenda Messier, President
Ontario Association of Sign Language Interpreters
11 Donalda Drive
Chatham, Ontario
N7L 4J7

March 31, 2011

To: Ministry of Training, Colleges and Universities

Attention Ontario Ministry of Training, Colleges and Universities:

Re: Application for Conferring a Degree

Kindly accept this letter as the Ontario Association of Sign Language Interpreter's (OASLI's) support of George Brown College's proposed change to the format of the ASL-English Interpreter Program from a three-year diploma program to conferring a four-year Bachelor of Arts degree.

As a board, we are comprised and represent graduates of ASL-English Interpreter Programs from colleges across the province. We believe that an initiative such as this is imperative to the development of ASL-English interpreting proficiencies to the betterment of the field of ASL-English interpreting as a whole and to fulfill the needs of the Deaf community.

There is already a high demand for ASL-English interpreters in both the public and private sectors that cannot be met and with the implementation of the Accessibility for Ontarians Disability Act (AODA) and the province's goal to become fully accessible by 2025, we can only anticipate this demand to increase. Transition to a BA program would attract the attention of the public and increase enrolment as the security and prestige of a degree would entice more individuals to apply. In addition, the transition to a BA program potentially addresses the issue of attrition as students would be more inclined to stay enrolled for the full four years as they are to be awarded a degree at the end of their studies. It is imperative for enrolment to be high and attrition to be low in order for there to be as many graduates as possible to meet the ever increasing demand as a result of the continued initiation of AODA; upgrading from a three year ASL-English Interpreter Program diploma program to conferring a four year Bachelor of Arts degree could certainly help achieve this.

Furthermore, a Bachelor of Arts Degree would provide the upcoming members of our organization with greater career mobility, possibility of management positions and increases to the longevity of their career. In the field of interpreting, there is often a high rate of repetitive movement injuries; therefore mobility of career choices is integral. Additionally, the recipient of a BA would be provided the opportunity to branch out in many directions in the field of interpreting, as interpreting studies in the United States would attest. Our neighbours to the south not only have BA programs in the field of interpreting but Masters and PhD programs as well. There is much to learn and explore in the realm of interpreting and ASL and we are excited at the prospect and wholeheartedly support the steps the College is taking to further higher education in this field.

Currently, our organization is not only concerned with attrition within the interpreter program, but also once students have graduated. We have noticed that once graduated a number of students do not continue on the path of interpreting, but rather elect to pursue other career choices. We believe that a contributing factor is that our constituents often notice a gap between the skill set they have acquired upon graduation and the skill set they feel they require to confidently work in the field. The proposed transition to a Bachelor of Arts program would facilitate an additional year of study which would provide students with opportunities for more in-depth studies of the intricacies of the language and interpretation to better prepare themselves for the challenges they will inevitably encounter following graduation. Students would be more equipped to move assuredly into the profession; this additional year of study could greatly address the attrition apparent in the field. Within a short period of time, things would come full circle and not only benefit the community by having more interpreters at its disposal, but also the college itself as there would be a greater number of graduate interpreters working in the field who could confidently become placement hosts and accept students on their placements from the college.
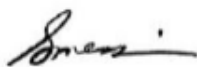
Members of OASLI have long been instrumental in providing placement opportunities to students of the George Brown ASL-English Interpreter Program. However, we are aware that the college continually struggles with finding ample opportunities for their students. With the proposed changes to the program there may be additional placement alternatives that could become available to students as a result of a perceived elevation of status in the eyes of the greater community. There are times when it can be difficult for working interpreters to take a placement student into the environments they work in, so they may have no choice but to decline the opportunity to become a host interpreter. However, the prestige of a BA program may open doors for negotiating the presence of a student in settings that they previously were considered unwelcome and this may therefore increase the pool of available interpreters from which the college can draw from when soliciting hosts.

Lastly, the BA program could afford our members who have graduated from the George Brown Diploma program over the past ten years the opportunity to re- enrol at George Brown College to pursue their Bachelor of Arts degree in interpreting by earning credits through a "Bridging Program". Interpreters who are currently working in the field could pursue post-graduate studies in a variety of disciplines.

Changing the program from a three-year diploma program to conferring a four-year Bachelor of Arts degree would not only improve the confidence of the graduates but also the quality and confidence of the interpreters currently working in the field. It has great potential to increase the number of interpreters, meet the desire of the Deaf community for high quality service and also enable the community at large to meet the demands of the new AODA legislation.

Please accept this letter as an endorsement of the program's application to obtain said status.

Regards,

Glenda Messier
President

Section 8: Regulation and Accreditation

8.1   Canadian Certification and Job Title Usage

Sign Language Interpretation is not a regulated profession and certification is not mandatory. The Association of Visual Language Interpreters of Canada (AVLIC) is the national professional association for Sign Language Interpreters and the only certifying body in Canada. It awards a Certificate of Interpretation (COI) to interpreters who successfully complete a four-phase Canadian Evaluation System (CES):

Phase 1: Written Test of Knowledge (WTK)
Phase 2: Two preparation workshops
Phase 3: Test of Interpretation (TOI)
Phase 4: Certificate Maintenance Program

Intepreters who have been awarded an AVLIC COI are entitled to refer to themselves as Certified Interpreters. There are currently 685 ASL-English AVLIC members, with 62 holding a COI. The breakdown of current AVLIC membership and certification in Canada:

Province	Certificate of Interpretation	AVLIC Members*	AVLIC Student Members
British Columbia	12	207	16
Alberta	12	130	11
Saskatchewan	2	7	0
Manitoba	6	59	15
Ontario	24	218	29
Quebec	2	13	0
Nova Scotia	1	54	21
New Brunswick	1	11	0
Prince Edward Island	0	0	0
Newfoundland	0	8	0
NWT, Yukon, USA, Overseas	2	12	0
Total	**62**	**719**	**92**

* Includes 685 ASL-English, 4 LSQ-French, and 30 Deaf Interpreter members

Ontario currently has no regulations or restrictions related to the job title of Sign Language Interpreter. Canada's move toward title protection began in 2011 when British Columbia became the first province to have occupational title protection granted. The Westcoast Association of Visual Language Interpreters (WAVLI) was granted three protected titles for use by WAVLI members only within British Columbia:

- Registered ASL/English Interpreter
- Registered Sign Language Interpreter
- Registered Visual Language Interpreter[8]

AVLIC's Affiliate Chapter in Ontario, the Ontario Association of Sign Langue Interpeters (OASLI), is currently seeking interest from its members related to Professional Designation (Title Protection) in Ontario.

---

[8] Reference: http://www.wavli.com/finish/3-open-pdf-files/5-occupational-title-protection-policies-and-procedures

---

George Brown College supports AVLIC and OASLI in pressing forward to have sign language-spoken language interpretation acknowledged as a well-regulated profession with established professional and ethical standards. George Brown requires students of its ASL-English Interpreter diploma program to be members of OASLI before engaging in practicum opportunities.

In addition to requiring student membership and adherence to AVLIC's Code of Ethics and Guidelines for Professional Conduct, the degree program curriculum includes the required readings for the WTK (the first phase of AVLIC's Certification process) to better position our graduates to pursue a Certificate of Interpretation from AVLIC.

8.2   Industry Trend toward a Degree Credential

Becoming a professional interpreter is a complex learning process. ASL–English Interpreters are required to develop a mastery of American Sign Language that will also provide access and understanding of the community and culture of Deaf people. They must build a foundation in language, linguistics, culture and interpretation, advanced cognitive skills, the ability to process information at an accelerated pace, a deep understanding of intercultural interaction – all while exercising professional, ethical judgment. To assist students to develop and provide the necessary skills, there is a strong movement toward requiring a degree credential. It is important to note that the movement toward increasing academic requirements is occurring for all language interpretation professionals, whether the interpretation is between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL).

In the United States, the need for Interpreters to have degree-level academic credentials is recognized. National Interpreter Certification (NIC) for Sign Language Interpreters is awarded in the United States through either the National Association of the Deaf (NAD) or the Registry of Interpreters for the Deaf, Inc. (RID). As of 2012, RID now requires a baccalaureate degree for certification eligibility.

Canadian professional associations such as AVLIC are unable to consider moving toward requiring a degree for certification eligibility until baccalaureate programs are offered by post-secondary insitutions. AVLIC provided a support letter for this application (see Section 7) which includes the following statement supporting the move toward a degree credential:

> We understand that it is the intention of George Brown College to transition from offering the diploma program to conferring a four-year bachelor of arts degree in American Sign Language – English Interpreting. We support this strategy for the following reasons:
>
> - There is growing recognition that interpreters need a degree level education to attain the breadth and level of skills, knowledge and practice required for the profession. For instance, applications for AVLIC Active membership requires graduation from a recognized interpreter education program, therefore, post-secondary credentials are not only necessary to be a member, a degree in interpretation will give candidates an advantage towards advancing their skills and career by assisting to prepare for the AVLIC's national certification program – the Canadian Evaluation System (CES).
>
> - A degree program is more likely to attract applicants with the academic qualifications and background needed to undertake the rigorous training required to succeed long-term in the profession.
>
> - A degree credential will provide graduates with greater career mobility and opportunities for furthering academic credentials through post-graduate programs.

- The four-month internship placement will give students the opportunity to increase confidence to move forward into the profession immediately upon graduation.

Ontario has an opportunity to be the first province in Canada to offer an undergraduate degree in interpretation (ASL – English) and establish the level of education that is now recognized in North America as commensurate with the knowledge and skills needed by interpreters.

8.2.1   Recognized Canadian Interpreter Education Programs

The AVLIC website provides a list of recognized Interpreter Education Programs. While AVLIC depends on government vetting of programs for quality assurance, it provides its members with recommendations on selecting an Interpreter Education Program.[9] In Ontario, the only AVLIC recognized program is George Brown College's American Sign Language – English Interpreter three-year advanced diploma.

Quality assurance is also recognized by George Brown and AVLIC through the requirement that George Brown requires all of its practicum/field supervisors to be AVLIC members. George Brown is the only Canadian interpeting program that has this stipulation in place at this time.

The United States has the Commission on Collegiate Interpreter Education (CCIE)[10] which is the American accreditation board for Interpreter Education Programs. Accredited programs must be at a Bachelor or Associate Degree level and can only apply for accreditation after it has produced three graduate classes. It is George Brown College's intention to pursue a CCIE certification once the proposed degree program is established.

---

[9] See AVLIC website for list of recognized Interpreter Education Programs: http://www.avlic.ca/about/ieps
[10] CCIE website: http://ccie-accreditation.org/

Section 9: Nomenclature

9.1   Proposed Nomenclature

George Brown College proposes Bachelor of Interpretation (American Sign Language – English) for the degree nomenclature. This program name specifies both the subject of study and that the credential is at a baccalaureate level.

Since there are currently no four-year baccalaureate programs in Canada designed specifically for ASL – English Interpretation, George Brown College reviewed the nomenclature used by American universities. While there are over 40 American baccalaureate programs for ASL – English Interpretation, there is no one standard nomenclature used. Examples include:

University	Nomenclature
Columbia College Chicago	Bachelor of Arts in ASL – English Interpretation
Eastern Kentucky University	Bachelor of Science in ASL and English Interpretation
Gallaudet University	Bachelor of Arts Interpretation
Indiana University	Bachelor of Science American Sign Language/English Interpreting
Northeastern University	Bachelor of Science in American Sign Language/English Interpreting
St. Catherine University	Bachelor of Arts in ASL Bachelor of Arts in Interpreting
University of Arkansas at Little Rock	Bachelor of Arts in Interpretation: ASL/English
University of New Hampshire	Bachelor of Science in Sign Language Interpretation
University of Northern Colorado	Bachelor of Arts in ASL – English Interpretation
University of Southern Maine	Bachelor of Arts – ASL/English Interpreting Concentration
Western Oregon University	Bachelor of Arts / Bachelor of Science American Sign Language/English Interpreting

George Brown College proposes to align its program nomenclature to Gallaudet University. Gallaudet University is the world's only university with programs and services specifically designed to accommodate deaf and hard of hearing students and is considered the leading university for Sign-Language post-secondary programs. As noted on the Gallaudet website: "Gallaudet is viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including educational and career opportunities; open communication and visual learning; deaf history and culture; American Sign Language; and the impact of technology on the deaf community."[11]

---

[11] Information excerpted from Gallaudet website: http://www.gallaudet.edu

George Brown proposes nomenclature that is aligned with Gallaudet University's Bachelor of Arts Interpretation (BAI) and also reflects PEQAB nomenclature guidelines. The Bachelor of Interpretation (American Sign Language – English) nomenclature will facilitate public understanding of the qualification and assist students, employers and other post-secondary institutions in recognizing the level, nature and discipline of study. The proposed nomenclature also aligns with PEQAB's standard and benchmarks for Nomenclature.

Section 10: Program Evaluation

10.1 Program Review Schedule

The Ministry of Training, Colleges and Universities (MTCU) has a Program Quality Assurance Process that requires all programs be reviewed every 5-7 years. To meet or exceed this requirement, George Brown's Office of Academic Excellence (OAE) maintains a comprehensive rolling three-year schedule for reviewing all college programs.

The rolling schedule is updated each year by the OAE to reflect emerging needs, stakeholder input, and external accreditation circumstances. The updated schedule is then approved by the Academic Management Committee and distributed to all divisions in February. For example, the schedule starting in the 2013-14 academic year was sent to division heads in February 2013 indicating which programs will be reviewed over the next three academic years. Regular reviews and updates to the schedule ensure the College is on track, with care taken to address special scheduling circumstances that arise. The schedule is also posted on the College's intranet for access by college staff.

The OAE has overall responsibility for conducting the program reviews as scheduled. Current resources to facilitate and complete the program reviews include three full-time curriculum specialists, three full-time program reviewers and a part-time researcher.

In 2011 the OAE developed guidelines specifically for the academic program review of degree programs. The two types of program reviews conducted for degree programs are:

1. **Internal Annual Program Reviews:** Academic managers (Chairs, Associate Deans, Directors) are responsible for conducting an internal, self-reflection annual review of the programs in their portfolios so that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of industry and students in order that it remains relevant and up-to-date. The following information sources assist with this process:

   - Student Feedback Questionnaires (SFQs)
   - Portfolio analyses (Institutional Research department)
   - KPI student satisfaction surveys
   - KPI graduate and employer surveys
   - KPI graduation rates
   - Course outlines
   - MTCU and PEQAB Program Standards/Program Outcomes
   - Financial data
   - Program Advisory Committee meetings[12]

   Implementation timelines for improvements based on the annual reviews and other feedback formats depend on the nature of the identified gaps and currency updates needed. Some identified issues can be addressed quickly while the larger portions of work are integrated into annual business plans.

---

[12] George Brown College – Program Review Guidelines – Degree Programs, p. 5.

2. **Comprehensive Program Reviews:** These program reviews are structured to meet or exceed the Program Evaluation Standard and benchmarks as outlined in PEQAB's Handbook for Ontario Colleges 2010.

   For more details on the College's program review process, please refer to Section 16 – Policies for George Brown College's *Guidelines for Academic Program Review – Degree Programs.*

10.2   Follow-up Procedures

During the development of program review recommendations, the OAE explicitly involves any college department referred to in a recommendation being considered. This helps assess if the department has or could obtain the resources needed to support the proposed recommendation. For example, recommendations being considered may suggest that the academic program under review receive more digital resources from the library, or a training workshop from the Staff Development department, or a broader range of general education courses from the Liberal Studies department. The program reviewer ensures that those departments are involved in a dialogue prior to finalizing the recommendation. The early timing of this preliminary discussion and advising departments of the final program review recommendations that affect them, provide time for each department to consider resource demands in its business planning for the coming year.

Once the Academic Chair/Director and Dean receive a draft of the final program review report, they begin developing an action plan arising from the Strengths, Challenges, Opportunities and Recommendations (SCOR) found in the report.

In April of the following year, the Academic Chair/Director completes an *Accountability Spreadsheet* and sends it to the Dean for review and approval. An *Accountability Spreadsheet,* which is prepared for every program that has undergone a program review in the past three years, lists outstanding recommendations from the previous program review. The timing of this activity provides a reminder to academic leaders about addressing outstanding recommendations and enables them to include these considerations in the subsequent annual business planning cycle, which begins in the Fall.

The Dean sends a copy of the *Accountability Spreadsheet* to the OAE for tracking purposes. Outstanding recommendations from program reviews are discussed during annual business planning meetings between the Dean and the Senior Vice-President Academic.

On an annual basis, the Chair of Academic Excellence prepares a report for the Senior VP Academic which identifies key themes from previous program review recommendations which will impact college-wide business planning. For example, if a number of recommendations identified the demand for more resources from the College's libraries, or Staff Development department, this may be highlighted for further discussion in advance of annual business planning.

It is ultimately the responsibility of the Program Academic Chair/Director to follow-up with areas impacted by program review recommendations with respect to the status of implementation. Recommendations requiring additional resources (financial, human, etc.) are included in Centre business plans until the recommendation is fully addressed.

Section 11: Academic Freedom and Integrity

11.1 Academic Freedom

George Brown College's Academic Policies, Guidelines & Codes of Contact[13] provides the following description of the academic freedom for staff:

> Staff are entitled to the exercise of academic freedom. Academic freedom includes the right, without constriction to:
>
> - freedom of expression in the learning environment,
> - freedom in carrying out research and disseminating and publishing the results thereof,
> - freedom in producing and performing creative works,
> - freedom to engage in service to the college and the community,
> - freedom to express their opinion about the college, its administration, or the system in which they work,
> - freedom from institutional censorship and
> - freedom to participate in professional or representative academic bodies.
>
> In exercising such freedom, there is a responsibility to adhere to the law as it pertains to Human Rights and Hate Propaganda as defined under the Criminal Code of Canada, any other relevant legislation, the code of conduct for academic faculty and to respect the academic freedom of all others.

11.2 Academic Honesty

George Brown assumes that all students in all programs – full time and part time – are adult learners who accept the principle that they share the responsibility, with the College, for creating and maintaining a respectful and productive learning environment.

Students are members of a complex community and as such are required to obey the laws of the Dominion, the Province, and the City. They are required to observe the rules of George Brown College and to conduct themselves within the commonly accepted standards of behaviour including those related to the consumption of alcohol or illegal substances.

Appropriate student conduct can be defined by describing behaviours that demonstrate its presence and then, conversely, by defining activities that clearly demonstrate its absence. Student conduct is demonstrated in four distinct areas of activity:

- classroom conduct
- conduct relating to academic performance
- relationships with students outside of the classroom
- relationships with faculty and staff outside of the classroom

---

[13] George Brown College's Academic Policies, Guidelines & Codes of Contact (2003-04), p. 97

George Brown College is mandated by law and by the community it serves to provide an educational environment that demonstrates professionalism and academic currency, that values diversity, and that respects the processes and traditions of learning. The terms of this mandate are prescribed by the:

- Founding documents of the College
- Laws to which the College is subject
- Collective agreements that govern academic employees and support staff
- Operational policies and procedures that the College has adopted

The College's Student Code of Conduct and Discipline is designed to provide an *explicit* definition of the minimal standards of personal conduct that the College expects of all its students including those who are distance students. It represents, for the College, a benchmark of expectations regarding students and defines the boundaries within which a rewarding and mutually supportive learning environment can be created. It is based on the assumption that most students in the College already uphold these statements of conduct and can, without reservation, endorse them.

Please refer to Section 16 – Policies for more information on the College's Student Code of Conduct and Discipline and the College's processes for informing faculty and students about, and ensuring their compliance with, policies pertaining to academic honesty.

11.3   Intellectual Products of Employees and Students

George Brown College seeks to encourage creativity, innovation and invention among its faculty, students, and staff. The College invests in this endeavour by making available its own facilities, equipment, personnel, and information resources. The College also actively seeks specific support for creative activity from external sources, both public and private. Frequently, inventions, discoveries, and creative works that are developed by individuals at the college will have commercial and/or scientific and scholarly value.

The intent of the Intellectual Property Policy is to provide incentives that foster creative activity and to help assure that any intellectual property produced will be exploited for the benefit of the creators, the College applied research enterprise, and the public. To help meet these policy objectives, the College makes available, through the Office of Applied Research and Innovation, technical and legal assistance in procedures necessary to protect ownership of intellectual property and to aid in its commercial development.

The creator of copyrightable intellectual property will retain his or her rights, and the College shall not assert ownership rights. However, creators will be expected to grant non-exclusive, royalty-free, perpetual licenses to the College for copyrightable material that is developed for college courses or curriculum, so that the College's continued use of such material for educational purposes would not be jeopardized. The College will assert ownership rights to copyrightable intellectual property developed under any of the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement which allocates rights to the college;
- A staff member was assigned, directed, or specifically funded by the college to develop the material, and the college has negotiated an understanding or formal contract with the creator;
- Material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes work as a condition of employment under Canadian law;

- The material was developed with extraordinary or substantially more use of college resources than would normally be provided for the creator's employment duties. This might occur as disproportionate use of staff time, networks, equipment, or direct funding.

Please refer to Section 16 – Policies for the complete Intellectual Property policy.

11.4   George Brown College Copyright Guidelines

George Brown College has established Copyright Guidelines in place to provide for copyright compliance. They have been developed through referencing the Copyright Modernization Act, Supreme Court's Copyright (SCC) judgment and the Fair Dealing Policy. Please refer to Section 16 – Policies that provides details on the College's Copyright Guidelines.

11.5   Research at George Brown – Human Subjects Policy

George Brown College's Research Ethics Policy was last updated and approved by the Board of Governors on December 12, 2012. It outlines the policy of George Brown College for ethical research involving human participants conducted under the auspices of the College. It applies to all researchers who may wish to use George Brown College employees, students and/or College equipment and facilities for study and research purposes. In addition to adherence to College policies, all research projects must follow ethical guidelines on research involving human participants as contained in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Please refer to Section 16 – Policies for the Research Ethics Policy.

11.6   Management of Research Funds

Financial Administration of Research Awards at George Brown College: The Office of Research and Innovation (ORI) at George Brown College administers research projects and the disbursement of research awards at the college. Financial administration of research awards adheres to the 2013 Tri-Council financial administration guide (http://www.nserc-crsng.gc.ca/professors-professeurs/financialadminguide-guideadminfinancier/index_eng.asp) and George Brown College policy.

New Awards, Monitoring and Reporting: When notification of a new award is received, an original signed copy of the research contract is stored in the ORI and copies are sent to the appropriate stakeholders within the college, including the President's office, the Controller, the researcher, and his or her manager. The ORI liaises with George Brown's Finance department to set up a new project-specific organization code (account) for each research project. All project accounts are tracked through the College's electronic accounting system (FAST) which segregates project and operational costs and records the costs by object code within individual projects. The ORI monitors all research-related expenses ensuring that expenses are eligible and are compliant with the funder's and college policies, and completes financial and project reporting for funders. Financial reporting is also reviewed by the College's Finance department.

Section 12: Student Protection

12.1 Academic Calendar and Promotional Material

George Brown College provides applicants and students access to a broad range of materials through the following website link: http://www.georgebrown.ca/registernow

At this website, the current college calendar is available, as well as frequently asked questions about registering, important dates, orientation activities and student services.

For applicants interested in degree programs, George Brown College also has a Degree with Direction brochure that can be downloaded from the website:
http://www.georgebrown.ca/degrees/GBC_Degree_Brochure/

12.2 Student Awareness of Policies and Procedures

The Registration Letter sent to students regarding registration provides students with information and access to all relevant policies and procedures. Students acknowledge confirmation through their registration process. The following is a sample registration letter provided to the student:

Spring 2013   March 06, 2013

John Sample
123 ABC Street
Toronto, ON
Canada, M1M 1Z1

Program: Sport and Event Marketing   Program Code: B400
Program Start Date: May 6, 2013   Semester: 1 - Spring 2013
Campus: St. James   ID: XXXXXXXXX
                                             Password: XXXXXX

Dear John,

It will soon be time to register! Please read this letter carefully as it contains all of the information that you require to register successfully. Make sure that you register as soon as your registration window is open. This will ensure that you have the most choice of courses and sections.

IMPORTANT: If you do not intend to register for the Spring 2013 term please let us know by sending an e-mail to: registration@georgebrown.ca. Please include your name, student I.D. and program.

Please note that tuition payment is due prior to registering. Please see your invoice for the due date. Registration for the Spring 2013 term will start on March 25, 2013. Start times for registration are staggered on a program by program basis. Registration dates will be posted by March 11, 2013. Just go to: www.stuview.georgebrown.ca to check when you can start to register. Or log on via MyGBC - https://my.georgebrown.ca/. You will need your student I.D. and password.

To be able to proceed with the online registration process, your tuition fee payment, or if you have applied to OSAP, the $145.00 OSAP deferral payment MUST be received in our Finance department by the deadline date indicated on your invoice. A convenient online payment option means that you can avoid line-ups at the Student Service Centre.

Steps for Registration
Read the Frequently asked questions about registration 2012-2013 section on the Register Now! website. It will make registration a quick and easy process. This information booklet is posted online at: http://www.georgebrown.ca/registernow.

Tuition fees must be paid by the due date indicated on your Invoice. You will not be able to register online or may lose your seat in the program if your fees are not paid by the due date. In addition, a late penalty of $125.00 will be applied.

Check STU-VIEW to see when you can start to register. Registration dates will be posted by March 11, 2013. Remember – start dates for registration are staggered on a program by program basis.

If I don't register online will I be automatically registered by the College?

Students in Course Based Programs - Required to select courses.
You must register online for all of your courses. You will not be automatically registered in any of your courses. This includes English and math courses. You are required to return to the web to register for each term within the academic year. (i.e. register in July for the Fall term, if required).

If you need assistance with registration, call (416) 415-2000 or 1-800-265-2002.
Please have your Student I.D. ready.

Check your timetable occasionally, and particularly before the start of classes. Circumstances may require George Brown College to alter your course selections and schedule.
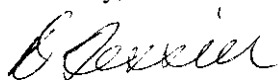
Student e-mail
All full time students will receive a George Brown College e-mail address when they first register. Please see http://www.georgebrown.ca/studentemail/index.aspx for more information. Once you have this e-mail address it should be used for all e-mail communications with the College. Any correspondence from the Registrar's office will be sent to this e-mail address. It is important that you check it regularly – particularly at the start of the term and at the end of the term. You can access your account by going to https://mail.georgebrown.ca or https://my.georgebrown.ca (don't forget the 's' after http – it ensures you are entering a secure site). To log in, enter your Student ID number as your User Name, and the password.

Students with documented disabilities that interfere with their ability to participate in and benefit from the College's educational services and cultural life may obtain assistance from the Office of Disability Services and Deaf and Hard of Hearing Services in acquiring appropriate and reasonable accommodations. Please call 416-415-5000 ext. 2622 (voice), 1-877-515-5559 (TTY) or the Contact Centre at 1-800-265-2002, (toll free). Intake packages may be obtained from our Disability Services, Deaf and Hard of Hearing Services or Counselling offices on each campus. You may also visit our website at: http://www.georgebrown.ca/saffairs/disabilities/disabilities.aspx.

Welcome to George Brown College! We look forward to seeing you on Campus.

Sincerely,

Diane Tessier, Registrar

Please note: College policies affecting students can be found at
http://www.georgebrown.ca/policies/index.aspx **and hard copies are available at the college libraries.**

12.3   Resolution of Students' Academic Appeals, Complaints, Grievances, Disputes

George Brown College strives to promote students' academic success and to ensure academic records reflect students' academic abilities and accomplishments. It is expected that faculty will make academic judgments that are objective, consistent and fair. In situations where students experience personal difficulties or unforeseen events that disrupt or impact their academic performance, it is expected that faculty will assist in identifying alternate arrangements to enable the students to meet the course/program requirements.

The George Brown College Appeals Policy provides students who believe that they have received an unfair academic or disciplinary decision by the College with access to a thorough, respectful, and impartial review of their concerns. It is the College's intention that all resolutions occur within an environment of integrity, partnership, fairness, respect, and commitment.

Please refer to Section 16 – Policies for the policy details related to students' academic appeals, complaints, grievances, and/or other disputes.

12.4   Student Dismissal

Students and their rights are protected by the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, *the Freedom of Information and Protection of Privacy Act*, and the College's policies and procedures.

George Brown is serious in its intent to maintain a climate in which learning can flourish and in which all members of the academic community are treated with equality and respect. The College will take disciplinary action in response to student behaviour that is inconsistent with the maintenance of an appropriate learning environment. Nonconforming behaviour that constitutes a minor or major infraction as defined in the College Policy on Student Discipline may be dealt with according to the procedures outlined in this policy.

The College's policy addressing student dismissals is the Policy Governing Nonconforming Student Behaviours. This policy statement demonstrates the College's determination that behaviour that is disruptive to the maintenance of an appropriate academic environment, that is harmful to others, that is threatening to others, that vandalizes College property, that constitutes an act of academic dishonesty, or

that is illegal will not be tolerated. The policy defines a range of disciplinary responses depending upon the seriousness of the offence.

As this policy outlines increasingly severe disciplinary action, it is very specific in content. It begins with a statement of student conduct that outlines the context in which the College has developed this policy, and it contains a glossary of terms to help ensure that there is clarity in its application. This policy applies to all students whether they are traditional onsite students or distance students.

In a community dedicated to the development of mature and responsible individuals, who value diversity and respect, the College will not tolerate the following behaviours/offences:

- dishonesty
- misconduct
- disruption of the academic environment
- destruction of property
- fraud
- misdemeanours or other offences against persons or things
- failure to abide by the college's regulations and policies
- failure to respect the rights of others

Students are at all times responsible for their own actions. Ignorance of the rules or of the law is not a defence against disciplinary action. Lack of intention to violate College policy will not generally excuse an infraction. The College reserves the right at all times and at any time to discipline, suspend, expel, place terms or conditions upon, or refuse admission or registration to any individual whose action or influence is considered contrary to this disciplinary policy.

Please see Section 16 – Policies for more information on the referenced policies.

Section 13: Economic Need

The economic need for George Brown's Bachelor of Interpretation (ASL – English) program has been established through a three-year process involving a number of stakeholders. Sources include:

1. Meetings with the Program Advisory Committee (PAC) for ASL–English Interpreter and ASL and Deaf Studies programs.

2. Meetings, discussions, and research conducted as part of the College's internal process for the existing diploma program and the proposed new degree program approval.

3. Discussions with industry associations including:
   - Association of of Visual Language Interpreters of Canada (AVLIC)
   - Canadian Association of the Deaf (CAD)
   - Canadian Hearing Society, Ontario Interpreting Services, (CHS, OIS)
   - Ontario Association of Sign Language Interpreters (OASLI)
   - Ontario Association of the Deaf (OAD)

4. A two-day site visit conducted by George Brown at Gallaudet University to discuss the proposed program with Gallaudet faculty and administrators. Gallaudet University, established in 1864 and located in Washington, DC, USA, is viewed as a primary resource for programs to Deaf people, including educational and career opportunities, open communication and visual learning, Deaf history and culture, and American Sign Language. Gallaudet is only university in the world that has B.A., M.A. and Ph.D. programs with a focus on signed-spoken language interpretation.

5. Focus groups held with a range of stakeholders, with representation including Ontario Interpreter Services, AVLIC, York University/Glendon College, Gallaudet University faculty, Teaching Interpreting Educators and Mentors (TIEM) Center, faculty from Berkeley and San Francisco Universities, and several interpreters working throughout the GTA.

6. Delivery of a formal presentation of the proposed degree program at the Global Awakening: Leading Practices in Interpreting (Critical Link 7) hosted by York University, Glendon College in June 2013. Conference attendees were professors who teach interpreting, or who conduct research in interpreting. During the presentation and reception afterward, feedback on the proposed degree and course mapping was provided to George Brown presenters.

7. Industry websites and reports, news articles, and academic research related to the field. References are included later in this section.

8. Results of George Brown surveys with alumni of the College's ASL – English Interpreter Program conducted in Summer 2012.

9. Reports from the Ontario College Application Service (OCAS) and George Brown's Office of the Registrar.

10. The Program Review Report of ASL – English certificate and diploma programs conducted in 2011/12 by George Brown's Office of Academic Excellence.

13.1   Professional Interpreters (ASL – English)

The Public Works and Government Services' translation bureau indicates that the language industry in Canada is experiencing remarkable growth. It currently consists of over 800 translation firms, 500 language schools and over 100 firms and research institutions conducting research into language tools. The industry now employs over 30,000 workers, half of whom are translators, interpreter or terminologists.[14] ASL–English Interpreters are professionals within Canada's language industry.

The process of interpreting is complex, and involves the ability to accurately represent a message expressed in one language, its meaning and intent including its cultural components, into another language with its cultural components, without changing its meaning. An individual with high fluency in ASL is not necessarily guaranteed to easily acquire interpreting skills. Interpreters need also to be very skilled and culturally aware in order to accurately convey meaning from one individual, one language and culture, to another.[15] They also need to have certain physical and mental toughness, an ability for instant mental assimilation, an excellent memory and ability to concentrate.

ASL-English Interpreters are currently in great demand as their skills are required in a broad spectrum of contexts. Interpreters are hired to interpret within educational settings, legal venues, community events, social service agencies, medical and healthcare appointments, government, conferences and businesses, to name a few. According to census data in 2006, 41% of translators, terminologists and interpreters had their own businesses.[16] This is true for ASL-English interpreters who are predominately self-employed, with scheduled appointments varying from day-to-day. Examples of job titles of established interpreters include:

- American Sign Language – English Interpreter
- Deaf Interpreter
- Designated Interpreter
- ASL Consultant or ASL Talent
- Conference Interpreter
- Community Interpreter
- ASL Patient Care Coordinator
- Communications Manager
- Health Care Interpreter
- Project Specialist
- Scientific Interpreter
- Translator, Translator Adaptor, Translator-Reviser

---

[14] Reference: www.servicecanada.gc.ca
[15] M.G. Gordon and M. Hardy, "Provincial Review of ASL/Deaf Studies and Interpreter Education in BC", Research funded by the BC Ministry of Advanced Education and Labour Market Development (2009), p. 1.
[16] Reference: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/5125.shtml

13.2   Demand for Professional Interpreters

13.2.1 Existing Shortage of ASL-English Interpreters

Statistics Canada's census of 2006 indicated that the population of Canada was just over 31 million people. According to the Canadian Hearing Society (CHS), almost 25% of adult Canadians report having some hearing loss (CHS Awareness Survey 2002); 10% of people actually identify themselves as culturally Deaf, oral deaf, deafened, or hard of hearing.[17]

In Canada, there is currently a shortage of ASL-English interpreters:

- Utilizing internationally accepted statistics for Deaf people of 1 in 1,000 and using Baily and Straub's estimate of 1 interpreter for 12 Deaf people as a standard, then Canada should have approximately 2,600 sign language interpreters to meet the current needs of Deaf Canadians. [18] Currently, the Association of Visual Language Interpreters of Canada (AVLIC) has only 62 active members who hold a Certification of Interpretation.[19]

- The Canadian Association of the Deaf in their position paper on Interpreting (2007) states that "There is a critical lack of interpreters in Canada, and a widespread lack of understanding of their role."[20]

Service Canada estimates that career opportunities will arise from the need to replace interpreters and translators who are retiring, and also from employment increase. Placement rates and unemployment rates for graduates of bachelor's degrees in translation are generally very good and compare favorably with those of other university graduates in general.[21]

13.2.2 Meeting Federal and Provincial Government Priorities

The Government of Ontario supports the full inclusion of persons with disabilities in its laws, policies, programs and services. This is clearly outlined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act (ODA), 2001 and the Accessibility for Ontarians with Disabilities Act (AODA), 2005.[22]

The AODA resulted in Ontario becoming the first Canadian jurisdiction to have disability legislation with the intent to have the province fully accessible by 2025. Several standards are defined within the AODA. For example, the Accessibility Standard for Customer Service applies to all organizations (public, private and non-profit) that provide goods or services either directly to the public or to other organizations in Ontario and that have one or more employees in Ontario. This includes consultants, manufacturers and wholesalers as well as other businesses and professional services. Through implementing AODA, organizations across Ontario will be developing and using several methods to make their services more accessible, such as:

---

[17] M.G. Gordon, p. 14.
[18] Ibid, p. 6-7.
[19] Received from AVLIC, as of October 2013
[20] M.G. Gordon, p. 6.
[21] Reference: www.servicecanada.gc.ca/eng/qc/job-futures.
[22] Reference: http://www.ontario.ca/government/ontario-public-service-accessible-customer-service-policy

- An organization that offers conferences might offer real-time captioning services (on-screen typing of what speakers are saying), or sign language interpreters upon request so that people who are hard of hearing, Deaf, deafened or deaf-blind may participate effectively in the conference seminars.

- A government office that provides detailed and sometimes lengthy information by phone might use a TTY to communicate with its clients who are Deaf, hard of hearing, have speech impairments or are deaf-blind.[23]

The AODA will directly contribute to significantly increasing demand for ASL–English Interpreter services in both private and public sectors. The shortage of qualified Interpreters is already acutely evident with the Ontario Interpreter Services (OIS) reporting that 30% of requests are denied due to unavailability of Intepreters. With the aging population, it is anticipated that the need for interpreters in both public and private sectors will only continue to grow in the years ahead.

13.2.3 Providing Accessibility to Online Information and Services

The need for interpretation and translating services is rapidly increasing due to the growth of services offered via the internet and company intranets.[24] Accessibility to website information by non-native speakers of English often requires that the information be translated into other languages. As a visual language, ASL translation of website information is most often provided through a web link to a video of an ASL Interpreter providing the translation. Providing online videos of ASL translations is especially increasing the demand for Deaf Interpreters who have native ASL fluency.

13.3 Need for Post-secondary Interpreter Programs

In general, there is a strong movement toward degree-level programs to train language interpretation professionals, whether between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL). Service Canada reports:

> The translators and interpreters positions are available first to university graduates of translation and sometimes to people who have perfect French, English and a third language with training in a specialized field in demand (law, engineering, computers and so on). This said, translation continues to be the most applicable discipline in order to access translator and interpreter positions.
>
> An indication of the relevance of this training is that, in 2006, nearly two thirds (63%) of translators, terminologists and interpreters held a degree in humanities . . . The placement rate and the unemployment rate for graduates of bachelor's degrees in translation are generally very good and compare favorably with those of other university graduates in general, according to the Quebec Department of Education, Recreation and Sport's Relance survey data. Many employers are worried about succession. In the face of that demand, the number of students working toward this bachelor's degree increased close to 45% between 1998 and 2007. That increase has also an effect on the number of graduates, which rose approximately 50% between 1999 and 2009. In view of the demand for translation, the labour market seems to be able to accommodate this influx of graduates.[25]

---

[23] Examples taken from the Ministry of Economic Development, Trade and Employment website.
[24] Reference: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/5125.shtml
[25] Ibid.

Over the past half century of formalized ASL-English interpreter education, the field has evolved relatively quickly, from volunteers with ASL knowledge, to graduates of one-year certificate programs, to graduates of two/three year diploma programs who have a one-year ASL/Deaf Studies certificate as a prerequisite. However, Canadian post-secondary institutions have not yet provided the baccalaureate programs needed for individuals wanting enter a career in ASL-English interpretation.

As indicated in a letter of support provided Dr. Debra Russell, a degree-level credential is needed to adequately prepare for an ASL-English interpreter profession:

> It is also clear that shorter programs, be they certificate or diploma programs, are struggling to meet the Deaf community and interpreting profession's expectations for quality. There simply is insufficient time in a shorter program to adequately prepare interpreters for the increasingly complex linguistic demands of medical, legal, government, mental health, educational and religious settings, and provide the foundation of theory and practice that is necessary for mature decision-making within a practice profession. Providing a degree credential will advance the profession and ultimately mean that we can serve the Deaf and non-deaf consumers of our services in more effective ways.[26]

As more people in the Deaf community attain higher academic credentials, demand is increasing for interpreters in a broader number of industries. As Deaf people gain greater linguistic access to higher education and career advancement, there is a growing need for interpreters who possess the necessary academic background and specialized interpreting skills needed to offer services for Deaf people who hold such positions (Witter-Merithew and Nicodemus, 2011). In fact, a new career pathway is emerging for ASL-English interpreters as Deaf professionals (e.g. doctors, lawyers, academics, computer programmers and senior executives) require the regular and ongoing services of their own Designated Interpreter.

Post-secondary institutions are under increasing pressure to move interpreter education to degree programs, in both Canada and the United States.[27] The American Registry of Interpreters for the Deaf (RID) represents over 13,000 signed language interpreters, and offers the national certification exams. A recent change in their accreditation process requires all candidates for certification to have completed a baccalaureate in sign language interpretation, further emphasizing the need for quality undergraduate degree programs. There are now 44 American undergraduate degree programs in ASL–English interpretation[28] and there are three American institutions offering masters degrees in sign language interpretation. One institution, Gallaudet University, offers a PhD in interpretation with a focus on signed-spoken language interpretation. These American programs are offered in a variety of delivery modes including classroom-based, blended formats that combine face-to-face learning blocks, and entirely on-line/distance delivery.

Canada is lagging behind the United States with respect to providing the necessary baccalaureate programs. Canada currently has one three-year baccalaureate program offered jointly by the University of Manitoba and Red River College. There is currently no Ontario degree program in signed-spoken language interpretation – this proposed program would be the first.

In summary, there is widespread agreement within the language industry that programs less than a baccalaureate credential are struggling to adequately prepare students for the complexity and advanced work that is required of interpreters on a daily basis.

---

[26] Please see Section 7 of this application for the full letter of support from Dr. Debra Russell.
[27] Gordon, p. 2.
[28] Number of American baccalaureate programs taken from the Registry of Interpreters for the Deaf (RID) website.

13.4   Industry Association Support

Several professional organizations representing spoken and signed language interpreters have emerged as a strong lobby for advancing standards, introducing codes of conduct and assessment, and certification standards. These organizations include the Association of Visual Language Interpreters of Canada (AVLIC), the Canadian Translators and Interpreters Council (CTIC), the National Accreditation Authority of Translators and Interpreters of Australia (NAATI), and the European Forum of Sign Language Interpreters (efsli). Please refer to Section 7 for the AVLIC letter of support for the proposed program.

The proposed degree program is also well aligned with the goals of the International Association of Conference Interpreters, which is commonly known by its French acronym, AIIC. Since the very early days of modern conference interpreting, AIIC has promoted high standards of quality and ethics in the profession and represented the interests of its practitioners. AIIC sets professional and ethical standards for the profession and promotes the working conditions that high quality interpreting requires. Please see Section 7 for the letter of support from Dr. Andrew Clifford, School of Translation at Glendon College/York University which references an alignment between conference interpretation and the proposed degree program:

> [T}he creation of a BA program would potentially open the door to collaboration between your institution and my own. Glendon recently launched a graduate program that offers specialization in court, healthcare, and conference interpreting. For the moment, it operates exclusively with spoken languages, but we would be open to exploring the development of an ASL-English stream within the program. In fact, we believe strongly that the collaboration between spoken- and sign language interpreters would result in a range of innovative spin-offs that would benefit multiple stakeholders.
>
> In short, I could very easily imagine a future state where graduates of your BA in ASL-English Interpreting could seek admission to a specialized graduate program conceived through a process of collaboration.

The proposed degree program was also presented at the Global Awakening: Leading Practices in Interpreting (Critical Link 7) hosted by York University, Glendon College in June 2013. This is a significant forum to discuss program development and curriculum; Critical Link International is an international, non-profit organization committed to the advancement of the field of community interpreting in the social, legal and health care sectors. Conference attendees were professors who teach interpreting, or who conduct research in interpreting. During the presentation and reception afterward, input on the proposed degree and course mapping was provided to George Brown presenters. Overall feedback on the program and curriculum was extremely well received.

13.5   Research Foundations

Interpreters, whether they are spoken language Interpreters or signed language Interpreters, work in a range of environments including legal, medical, educational, and employment settings. The legal right to have an Interpreter has been well established through national and provincial legislation, including the *Eldridge* Case 1997 (*Eldridge vs British Columbia*), Accessibility for Ontarians with Disability Act (AODA), Canadian Charter of Rights and Freedoms and Canadian Human Rights Act. Internationally, there is a great deal of lobbying across many countries to make interpreter provision a right, and not a

matter of discretion (Gibbons & Grabau, 1996; Hertog 2010, Laster & Taylor, 1994; Mikkelson, 2000, Phelan, 2011).

Several aspects of Interpretation have been the focus of scholarly research. Recent studies have exposed the complex nature of interpreting, addressing questions such as:

- Evaluation of witness testimony though interpretation (Hale, Bond & Sutton, 2011)
- Accuracy of interpretation when using simultaneous and consecutive interpreting (Russell, 2002)
- Perceptions of role of the interpreter (Hale 2008; Mikkelson, 2000; Morris 2008)
- Preparation approaches used by interpreters with legal personnel (Russell, 2008)
- Linguistic decisions interpreters make that impact an interpreted interaction (Berk-Seligson 1990/2002; Hale 2001, 2004; Jacobsen, 2008; Kolb and Pochhacker 2008; Wadensjo, 1992/1998)
- Impact of using Demand-Control Schema with signed language interpreters (Dean and Pollard, 2005)

As well, research is being conducted to explore the Interpreter's involvement in Interpreter-mediated events, resulting in new understandings of what impartiality and neutrality may mean for Interpreter involvement and alignment in events. A relatively recent development in the field of signed language interpreting has been the inclusion of Deaf Interpreters who work in teams with non-deaf interpreters in order to meet the communication needs of the consumers and the situation (Stone 2009).

Much of the research emphasis has pointed to the need for highly trained Interpreters in order to offer the most effective interpreting possible, while reducing the influence of the interpreter on the interpreted event. Across various language communities, studies have shown that producing accurate and/or impartial interpretation across a range of settings is a huge problem especially when using untrained and/or Interpreters who have had insufficient training (Hale 2004, Morris, 1998).

Numerous research journals now address interpreting research (see *American Annals of the Deaf, Bilingualism: Language and Cognition, Meta: Journal of Interpretation, Interpreting, Interpreting, Sign Language Studies, The Translator, Translation and Interpreting Studies, Journal of Deaf Studies and Deaf Education, the International Journal of Social Language, the International Journal of Interpreter Education*, etc.). This body of literature and research, along with the movement to professionalize interpreting, has led to the wide-spread development of advanced training opportunities for interpreters in general, and specifically, to the provision of four-year undergraduate degree programs in signed language interpretation across North America.

13.6   Employer Support

As indicated in the support letters provided in Section 7 – Credential Recognition, George Brown has confirmed strong support from employers currently providing field experience for students enrolled in George Brown's School of Deaf and Deafblind Studies programs. In addition, the College's Program Advisory Committee (PAC) unanimously supports the program, as indicated in the PAC minutes provided in Section 4 – Program Content.

Examples of employer comments from the survey related to the economic demand and need for a George Brown degree program:

- **Cheryl Wilson, Director, Ontario Interpreting Services, The Canadian Hearing Society:** Currently 30% of requests made to Ontario Interpreting Services in the province of Ontario go unfilled due to lack of interpreter availability. There is a significant need for well trained interpreters in the province to meet the growing need for service. This is particularly evident in the legal, justice, education and mental health sectors. A higher level of education such as the BA degree proposed by GBC will provide an enhanced foundational knowledge base which professional interpreters can build upon with experience as they embark on their career."

- **Glenda Messier, President, Ontario Association of Sign Language Interpreters (OASLI):** A Bachelor Degree would provide the upcoming members of our organization with greater career mobility, possibility of management positions and increases the longevity of their career. In the field of interpreting, there is often a high rate of repetitive movement injuries; therefore mobility of career choices is integral. Additionally, the recipient of the BA would be provided the opportunity to branch out in many directions in the field of interpreting, as interpreting studies in the United States would attest. Our neighbours to the south not only have BA programs in the field of interpreting but Masters and PhD programs as well.

- **Cynthia Carey, Manager Deaf and Hard-of-Hearing Services, George Brown College:** As a person who hires over 70 educational interpreters to fill positions in 23 campuses of 5 Toronto colleges, I am whole heartedly in favour of more education which will translate into a higher skill set in the classroom for the nearly 200 Deaf and hard-of-hearing students that we serve. I have had the pleasure of talking to several current students who are excited about the possibility of a B.A. program. It will allow them career mobility and will signal a high level of skill and commitment to hearing and Deaf members of the general public. This change has great potential to increase the current number of interpreters, improve quality of graduates, meet the needs of the hearing and Deaf members of the community who deserve such quality, and help with the increased demand for interpreters due to the AODA legislation.

13.7 Sample Job Advertisement

If a person is interested in attending a Canadian post-secondary institution to become an ASL – English Interpreter, there are very few programs from which to choose with no baccalaureate programs designed specifically for this career path. As a result, employer advertisements usually include a diploma credential as the job requirement, although a degree credential would be preferable for many employers.

As noted earlier, there is an emerging career path for Designated Interpreters. The following job advertisement outlines the requirements of this employment opportunity:

English to American Sign Language Interpreter
Student Services - Office of Services for Students with Disabilities

Posting Date   **June 07, 2013**
Position Type   **Full Time - Operating Funded**
Salary Range   **$59,814 to $81,993 per year**

Reporting to the supervisor at Specialized Support and Disability Services, the English to American Sign Language Interpreter (EASLI) provides English to American Sign Language interpreting services as

---

a designated interpreter for a resident physician who is deaf at the University of Alberta's Faculty of Medicine's Post Graduate Medical Education in the Department of Family Medicine Residency Program/Public Health and Preventive Medicine Residency Program.

This EASLI will work as part of a team to provide English to American Sign Language interpreting services as a designated interpreter for the Faculty of Medicine's Family Medicine Residency Program/Public Health and Preventive Medicine Residency Program to ensure all elements of teaching and interactions with patients, physicians and health care professionals are accessible to the deaf resident physician. The position will not normally require ASL to English interpreting. The hours of work vary throughout the day and week, depending on the demands of the resident's schedule, including overnight shifts, weekends and holidays. Work locations include teaching and hospital sites in rural locations, out of town conferences, academic facilities, hospitals, outpatient clinics, mobile clinics, medical offices, etc. These may also include health authorities as well as provincial/federal agencies.

Duties
- Interprets for: All teaching and hospital sites such as lectures during weekly Academic Half Days, journal clubs, morning ward rounds, weekly grand rounds, telephone consultations, teleconference meetings, team meetings, family meetings, patient interactions, training courses (i.e. ACLS, Neonatal Resuscitation),Â seminars, forums, conferences, etc.
- Performs administrative duties for meetings, consultations, observations, etc.
- Engages in regular communication with the SSDS supervisor to ensure adherence to collective agreement criteria, accountability and coordination of efforts
- Responds to short notice or unexpected requests to interpret as required
- Prepares for scheduling demands of the residency (on-call, shift work, etc.)
- Researches applicable terminology, protocol, context and situational factors in advance
- Attends team meetings to review service standards, plans for upcoming demands and contributes in a positive way towards the success of the interpreting services
- Communicates with the resident physician on a regular basis

Qualifications
- Post secondary education of an interpreter education program or equivalent training; University degree preferred; equivalent combinations of education and experience will be considered
- AVLIC American Sign Language/English Certificate of Interpretation strongly preferred
- 5 or more years interpreting experience in medical and/or post-secondary environments preferred
- Excellent interpreting skills
- Must have updated vaccinations required to work in medical settings
- Strong organizational skills
- Excellent interpersonal, oral and written communication skills
- Flexibility in work schedule is required

13.8   Student Demand

George Brown College currently offers a three-year an ASL–English Interpreter program (AEIP) advanced diploma. As indicated by the College's extensive employer and industry consultations, there is growing economic demand for a baccalaureate program in ASL–English interpretation. Once the proposed degree program is approved and launched, it is the intention of George Brown College to sunset its existing AEIP diploma.

It is anticipated that individuals who would have applied to a diploma program will be interested in the degree alternative. Currently, the diploma program receives between 85 to 120 applicants annually. Approximately 65% of the applicants have one U-level course with an average of 68.8%. Approximately 96% of applicants selected the ASL-English Interpreter program as their first choice.[29]

A George Brown College survey of C110 advanced diploma students included the question "Do you feel the current format of the program in terms of length (3 years) and credential (advanced diploma) are appropriate to meet the needs of students?" Of the 31 students who answered the question, 39% (12 students) indicated that it was not appropriate, with 13 respondents indicating that the three-year program should be longer and most of those adding that it should be a degree.

The College expects demand for a degree program will be enhanced by the following factors:

- The transition from a three-year diploma to a four-year degree will encourage more qualified applicants and increase graduation levels. The degree will also attract students who wish to have the option of pursuing further academic credentials such as a Masters program.

- There is growing interest in American Sign Language as a language of study, beginning in some provinces in elementary school, and in other provinces, as high school credit. High school students are now considering interpreting as a viable career option, knowing that employment opportunities are high across the country.

- The degree program has been designed and structured to accommodate Deaf Interpreters. A Deaf Interpreter is a Deaf individual who has native or near-native fluency in American Sign Language, and may be called upon when it is determined that a Deaf person is likely to be able to present concepts in a more comprehensible way because of shared culture and life experience. In some cases this is not always possible for hearing ASL-English interpreters.[30]

- A degree program may be of interest to other professionals working with Deaf people, for example, teachers of the Deaf, who wish to study American Sign Language as part of their overall training.

Most applicants to the current diploma are female and it is expected that the degree will continue to attract women into the interpretation profession. According to census data, women held approximately 70% of the jobs in this occupation in 2006, a percentage that has been rising slightly since 1991(64%). This percentage should continue to increase over the next few years, since between 75% and 85% of the new graduates in translation are women.[31]

Another source of students will be from industry. There are interpreters now working across Canada and the United States who are graduates of ten-month to three-year programs who will be interested in degree completion arrangements. They will likely welcome the opportunity to bridge their early training with a baccalaureate, thus advancing their education with current theory and practice, and allowing them to then pursue graduate education. George Brown College's Marketing area recently surveyed alumni and received 24 responses. Overall, the respondents felt very positive about a degree program and felt it would help raise the level of respect and boost the professionalism of the interpreter career pathway.

---

[29] Learner profile based on a three-year average between 2009-11
[30] Reference: http://www.chs.ca/index.php?option=com_content&id=25&Itemid=529&lang=en
[31] Reference: Reference: www.servicecanada.gc.ca

George Brown College is currently working with industry associations to determine how best to structure th a degree completion pathway. Since many interpreters have commitments that they would need to maintain (work, family, etc.), a flexible delivery model for this group will be a critical component to the pathway. A creative program that allows for these potential students to take all or parts of the program will address a huge gap in Canada, and play a key role in advancing the profession of signed language interpretation.

13.9   Conclusion

The economic demand for the proposed program is based on several factors and trends. Ontario is unable to meet the current demand for ASL–English Interpreters, with the Ontario Interpreter Services (OIS) reporting that 30% of requests are denied due to unavailability of intepreters. This shortage of qualified Interpreters is expected to grow as organizations are required to be fully AODA compliant by 2025.

The roles and responsibilities of an ASL–English Interpreter now require a degree-level credential. The process of interpreting is complex, and there is a strong movement toward requiring a degree credential for language interpretation professionals, whether between spoken languages (e.g. French – English Interpreters) or with a visual language (e.g. ASL).

Canadian educational institutions need to be developing the degree-level programs necessary to meet the demand for interpreters. Ontario has an opportunity to be the first province in Canada to offer an undergraduate degree in interpretation (ASL – English). It is clear from the body of literature that informs interpreting that this is a profession that is ripe for advanced degree credentials. It is also evident that the profession is well established and self-regulating in terms of professional standards and ethical practices.

George Brown College has a long history of working with the Deaf community to offer relevant education. Offering a baccalaureate program in ASL–English interpreting is a logical step that can serve to advance the field by addressing the educational components in a thorough and thoughtful way, leading to a credential that is consistent with other professions and the language industry as a whole. Graduates of the proposed four-year program will be able to acquire the foundational education now necessary to meet the diverse linguistic and cultural needs of the Canadian communities that they serve.

13.10   References

Berk-Seligson, Susan (1990/2002). *The bilingual courtroom. Court interpreters in the Judicial Process.* Chicago: The University of Chicago Press.

Gibbons, Llewellyn & Grabau, Charles. 1996. Protecting the rights of linguistic minorities: Challenges to court interpretation. *New England Law Review* 30(227)

Hale, Sandra. 2001. "How are courtroom questions interpreted: An analysis of Spanish interpreters' practices." I. Mason (ed.). *Triadic Exchanges. Studies in Dialogue Interpreting*. Manchester: St. Jerome, 2001. 21-50

Hale, Sandra. 2004. *The discourse of court interpreting. Discourse practices of the law, the witness and the interpreter.* Amsterdam: John Benjamins.

Hale, Sandra. 2011. The positive side of community of interpreting: An Australian case study. *Interpreting* 13:2. 232-248

Hale, Sandra, Bond, Nigel & Sutton, Jeanna. 2011. *Interpreting accent in the classroom.* Target 23:1. 48-61.

Hertog, Erik. 2010. Community Interpreting. In Y.Gambier and L. van Doorslaer (eds.) Handbook of Translation Studies. Vol. 10, pp. 49-54.

Jacobson, Bente. 2008. Court interpreting and face: An analysis of a court interpreter's strategies for conveying threats to own face. In D. Russell and S. Hale (Eds.), Interpreting in legal settings. Washington, DC: Gallaudet University Press, 51-72.

Laster, Kathy & Taylor, Veronica, 1994. *Interpreters and the Legal System.* Leichhardt, NSW: The Federation Press.

Kolb, Waltrau & Pochhacker, Franz. 2008. Interpreting in Asylum Appeal Hearings: Roles and Norms Revisited. In Debra Russell and Sandra Hale (eds.) 16-50. *Studies in interpretation, volume 7: Issues in legal interpretation.* Washington, D.C.: Gallaudet Press.

Mikkelson, Holly. 2000. *Introduction to court interpreting.* Manchester: St Jerome.

Morris, Ruth. 1998. Justice in Jerusalem: Interpreting in Israeli legal proceedings. *Meta* 43 (1), 1-10.

Napier, Jemina. 2004. "Sign language interpreter training, testing and accreditation: An international comparison". *American Annals of the Deaf* 149 (4):350-360.

Napier, Jemina, & Spencer, David. 2008. "Guilty or not guilty? An investigation of deaf jurors' access to court proceedings via sign language interpreting." In Debra. Russell & Sandra. Hale (eds.), *Legal interpreting: Research on interpretation* (Vol. 4). Washington, D.C.: Gallaudet University Press.

Phelan, Mary. 2011. "Legal Interpreters in the news in Ireland. " *Translation and Interpreting*, Vol. 1, pp. 76-105.

Russell, Debra. 2002. *Interpreting in legal contexts: Consecutive and simultaneous interpretation.* Burtonsville, MD: Linstock Press

Roberson, Len, Russell, Debra. & Shaw, Risa. 2012. "American Sign Language/English interpreting in legal settings: Current practices in North America". In *Journal of Interpretation*, 21(1). http://digitalcommons.unf.edu/joi/vol21/iss1/6

Russell, Debra. 2008. Interpreter preparation conversations: Multiple perspectives. In Debra Russell and Sandra Hale (eds.) 123-147. *Studies in interpretation, volume 7: Issues in legal interpretation.* Washington, D.C.: Gallaudet Press.

Russell, D., & Hale, S. (eds.) 2008. *Studies in interpretation, volume 7: Issues in legal interpretation.* Gallaudet Press: Washington, DC.

Stone, Christopher. 2009. *Towards a Deaf Translation Norm* [The Studies in Interpretation Series]. Washington D.C.: Gallaudet University Press.

Wadensjo, Cecelia. 1998. *Interpreting as interaction*. London: Longman.

Witter-Merithew, A., & Nicodemus, B. (2011). Toward the intentional development of interpreter specialization: An examination of two case studies. Journal of Interpretation, 55-76

"Provincial Review of ASL/Deaf Studies and Interpreter Education in BC". A research project funded by the BC Ministry of Advanced Education and Labour Market Development in December 2009. The research provides substantial evidence for movement from diploma programs to degree programs in BC with much of the findings applicable to Ontario. For access to the full report: ASL/Deaf Studies and Interpreter Education in BC.

Section 14: Non-Duplication of Programs

George Brown College conducted a comparative analysis of Canadian post-secondary programs that are most closely aligned with the proposed Bachelor of Interpretation (ASL – English). The analysis was conducted using information from internet-based sources. The College has on file, and available on request, the research undertaken to complete this section on similar or related programs.

14.1 Comparison with College Degree Programs
There are no college degree programs currently offered in Canada that are comparable to the proposed program.

14.2 Comparison with College Advanced Diploma Programs

George Brown College currently offers Ontario's only three-year ASL–English Interpreter advanced diploma. The following table addresses the PEQAB standard to provide evidence that the proposed program surpasses the standards of related diploma programs:

Areas	American Sign Language – English Interpreter Applied Diploma – George Brown	Interpretation (ASL – English) Proposed Degree – George Brown
Direct Admission Requirements	200 hours of ASL instruction (or equivalent) will be required. Ontario Secondary School Diploma (OSSD) or equivalent with English, Grade 12 (C or U) • Information Session • Questionnaire • Interview • English Testing (by department)	200 hours of American Sign Language (ASL) instruction (or equivalent) required. ASL screening will be required to determine appropriate level of ASL skills for entry into program. Ontario Secondary School Diploma (OSSD) with Six (6) Grade 12 University (U) or University/College (M) courses or equivalent with a combined average of 65% or above. English, Grade 12 (U) with a grade of 65 or higher. Subject to completion, applicants may be required to have grades/averages above the minimum. Grade 11 University (U) or University/College (M) or Grade 12 Mathematics or Science
Breadth of Non-Core Curriculum	2 General Education electives	8 Liberal Studies Electives
Structure of Field Experience	The program provides block practicum opportunities in Semesters 2 and 4 with students in the field one day per week. Semesters 5 and 6 provides placements in blocks of 4 – 5 weeks.	• Service learning opportunities are offered in Semesters 3 and 4. • Practicum opportunities are integrated into Semesters 5 and 8. • After Semester 6, students participate in a 14-week interpreting internship.

14.3 Comparison with Two-Year College Diploma Programs

1.	**Institution:** Douglas College (British Columbia)

Program: Sign Language Interpretation

Program Description: The program prepares people to facilitate communication between hearing and deaf people in a wide variety of community-based settings. Sign Language interpreting requires rapid mental processing and above-average intellect; maturity, emotional stability and the ability to deal with stress; appropriate cross-cultural, social and linguistic skills; and the ability to interpret comfortably in front of large audiences as well as in highly-sensitive, personal settings. Entrance into the program, therefore, requires a person to be mentally, physically, emotionally, linguistically and culturally able to carry out the tasks required as a Sign Language interpreter.

Sign Language interpreting is a rapidly expanding field, due to the need of deaf individuals to access education, career development, medical/mental health services and community programs. Graduates may be employed in elementary, secondary, or post-secondary education or by provincial, federal or community agencies. Graduates may opt to work as self-employed, independent contractors, providing services in an even more diverse array of settings.

Analysis of Similarities and Differences:

Similarities:
- Entry into both programs requires skill in ASL.
- Practicum opportunities are offered with working interpreters
- Volunteer interpreting services assist students with development of interpretation competencies

Differences:
- Douglas College program's final semester is graded on a mastery/non-mastery basis. Grades are determined following evaluation of a graduation portfolio.
- Portfolios will be integrated throughout the George Brown degree program, culminating in a summative portfolio required as part of the Business Basics for Entrepreneurs course.
- George Brown's degree includes two research-related courses to support and develop students' inquiry and research skills.

2.	**Institution:** Lakeland College (Alberta) – (University of Alberta)

Program: Sign Language Interpretation

Program Description: Classroom learning, supervised fieldwork and immersion experiences provide students with opportunities to hone and practice American Sign Language (ASL) skills and become a qualified ASL interpreter.

This two-year diploma program concludes with a 12-week internship. Students spend six weeks each in a community and an educational setting. Course work is sequenced and linked so that students need to demonstrate competency before moving on in the program. Graduate knowledge and skills will include:
- advanced ASL, ASL varieties and topics
- comparative linguistics with English and ASL
- professional practice knowledge and skill
- ethics and critical thinking
- interpreting practice
- working with the deaf community in a variety of settings

Analysis of Similarities and Differences:

Similarities:
- Entry into both programs requires skill in ASL.
- Selected courses offered in blended formats to increase access to leading experts in the field.

Differences:
- The University of Alberta and Lakeland College worked in collaboration to launch the diploma program. The program is offered at the University of Alberta campus and is 2 years in duration (full-time). Classroom instruction is offered largely during evenings and weekends to enable people to take the program while working. George Brown's program will be a 4-year degree that provides graduates with a greater depth and breadth of exposure to the skills that are needed to work as an interpreter in a range of environments and situations.
- George Brown degree students will have more field experience, including Service learning opportunities in Semesters 3 and 4, practicum opportunities integrated into Semesters 5 and 8, and a 14-week interpreting internship.
- George Brown degree students will have the opportunity to participate in Inter-professional Education (IPE) to enhance their skill sets with other professionals. The IPE course is offered in Year 4, Semester 7 with opportunities focused on health care delivery.
- George Brown's degree includes two research-related courses to support students' inquiry and research skills.
- George Brown degree graduates will have the knowledge, skills and experience to be employed in a wider range of areas and settings.

3.	**Institution:** Nova Scotia Community College (Nova Scotia)

Program: [American Sign Language/English Interpretation](#)

Program Description: As an interpreter, you are the crucial link between two very different worlds. You take a message from English, in a hearing-world context, and place it in American Sign Language (ASL) in a Deaf-cultural context, without changing or influencing its meaning. And you do the same in reverse. Both worlds depend on you in order to understand each other. As an interpreter, you require excellent social and interpersonal skills, as well as emotional stamina and agility.

In your first year, you focus on Deaf culture, advanced-level American Sign Language (ASL), pre-interpretation skills and the theory of interpretation. In your second year, you focus on the practice of interpretation.

Analysis of Similarities and Differences:

Similarities:
- Entry into both programs requires skill in ASL.

Differences:
- The Nova Scotia program is 2 years in duration (full-time) resulting in a diploma credential. George Brown's program will be a 4-year degree that provides graduates with a greater depth and breadth of exposure to the skills that are needed to work as an interpreter in a range of environments and situations.
- George Brown degree students will have more field experience, including Service learning opportunities in Semesters 3 and 4, practicum opportunities integrated into Semesters 5 and 8, and a 14-week interpreting internship.
- George Brown degree students will have the opportunity to provide direct service to the public that reflects preparation as a professional interpreter in a live interaction.
- George Brown degree students will have the opportunity to participate in Inter-professional Education (IPE) to enhance their skill sets with other professionals. The IPE course is offered in Year 4, Semester 7 with opportunities focused on health care delivery
- George Brown's degree includes two research-related courses to support and develop students' inquiry and research skills.

14.4 Comparison with College Graduate Certificate Programs

There are currently no college degree programs in Canada that are comparable to the proposed program.

14.5 Comparison with University Degree Programs

The Canadian university program that aligns with George Brown's proposed degree:

1.	**Institution:** Joint Program with Red River College and University of Manitoba (Manitoba)

Program: [American Sign Language – English Interpretation](#)

Program Description: The American Sign Language - English Interpretation program (AEIP) develops the skills students require to function as an American Sign Language (ASL) - English Interpreter. Interpreters work to facilitate interactions between hearing and deaf individuals in a wide variety of settings.

This program is taught jointly by Red River College and the University of Manitoba, leading to a diploma in ASL - English Interpretation and a Bachelor of Arts degree.

Analysis of Similarities and Differences:

Similarities:
- Students receive a baccalaureate credential
- Entry into both programs requires skill in ASL.

Differences:
- Red River College/University of Manitoba program requires applicants to the Red River College ASL-English Interpretation program to first complete the Deaf Studies Program (DSP) Certificate with a GPA of 2.0 as a pre-requisite.
- Red River College/University of Manitoba program is three years with one practicum offered in the final semester of the program in semester 6. The George Brown proposed degree is four years plus a 14-week internship.
- George Brown degree students will have more field experience, including Service learning opportunities in Semesters 3 and 4, practicum opportunities integrated into Semesters 5 and 8, and a 14-week interpreting internship.
- George Brown degree students will have the opportunity to provide direct service to the public that reflects preparation as a professional interpreter in a live interaction.
- George Brown degree students will have the opportunity to participate in Inter-professional Education (IPE) to enhance their skill sets with other professionals. The IPE course is offered in Year 4, Semester 7 with opportunities focused on health care delivery
- George Brown's degree includes two research-related courses to support and develop students' inquiry and research skills.

2.	**Institution: Gallaudet University (Washington, DC)**

Program: Bachelor of Arts (Interpretation)

Program Description:
- A four-year format; 39 credits in the BA ASL-English Interpretation major; and supporting courses in Deaf Studies, biology, business, communication studies, linguistics, and sociology
- Various and/or customized interpreting internship options fitting student's goals
- A comprehensive, sequenced, and integrated series of courses and experiences that are intended to provide students with knowledge, fieldwork, techniques and interpreting skills in interactive interpreting in legal, education, medical, business, and government settings.

Note: George Brown College has worked closely with Gallaudet University in the design and approach to the proposed degree.

Analysis of Similarities and Differences:

Similarities:
- Both programs admit Deaf students.
- Programs provide students with a strong theoretical framework and the breadth of knowledge required for the workplace.
- Programs provide state-of-the-art interactive and sophisticated interpreting labs.
- Programs integrate opportunities for increased understanding of Deaf Culture, history and networking.
- Gallaudet requires research on interpreting or a language-related study to inform practice and advance the field of interpreting studies. George Brown has two dedicated research courses to aid in promoting students' inquiry and research skills contributing to the field and practice of interpretation and expanding the Canadian pool of research.
- Programs integrate Service learning and pro bono interpreting work. Both programs have a one-semester internship in the field; Gallaudet's internship is during final semester of the program, George Brown's internship is between Years 3 and 4.
- Both programs require exit interviews and portfolios, requiring graduates to submit samples of their work, including language and interpreting samples, a summary of graduates strengths and weaknesses over the 4 years, and their goals for continuous self assessment and improvement.
- Both programs use a spiralling/blending concept in teaching; for each topic area, students are required to translate, consecutively and simultaneous interpret assignments in topic specializations.

Differences:
- Gallaudet students are required to successfully pass RID's National Interpreter Certification Knowledge written exam during their last academic year in the degree program. George Brown graduates can elect to work toward attaining Association of Visual Language Interpreters of Canada's Certification of Instruction (COI).
- Gallaudet has students who use other sign languages rather than ASL.
- Gallaudet students live on campus, surrounded by ASL; George Brown provides opportunities for learning more about the Deaf community through service learning, practicums and an internship.

14.6   Conclusion

Based on the comparative analysis conducted, the proposed Bachelor of Interpretation (ASL – English) satisfies the PEQAB's requirement for non-duplication of programs.

There is no comparable Canadian degree. While there is an ASL-English Interpretation baccalaureate program in Manitoba, offered jointly by University of Manitoba and Red River College, the program is only six semesters and does not include a 14-week internship.

The George Brown degree will provide Ontario with graduates who have:

- An in-depth understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions related to working as an ASL–English Interpreter.

- Completed courses and field experience structured to align with industry associations' standards of practice.

- Received the breadth of core curriculum needed to evaluate the appropriateness of different approaches to solving problems across a wide spectrum of situations.

- Developed entrepreneurship skills that will assist those who wish to be self-employed.

- Completed significant applied field experience that provides opportunity to integrate theory into practice in a sequential manner.

- The credential needed to pursue graduate level studies of interpreting related topics to contribute to Canada's research in language, interpretation and translation.

In summary, the proposed Bachelor of Interpretation (ASL – English) program satisfies PEQAB's requirement by:

1. Surpassing the standards of related diploma programs.

2. Being the only degree program offered in Ontario.

3. Meeting a need, by virtue of the preceding two facts, that is not adequately addressed by other post-secondary programs in Ontario.

Section 15: Optional Materials

This section is not applicable for the Bachelor of Interpretation (American Sign Language – English) degree submission.