GENERAL INFORMATION

Welcome to the Sign Language Interpreting Program at GPC! We are thrilled that you have selected GPC as your institution for the study of American Sign Language, Deaf history and culture, and professional interpreting.

GPC offers Georgia’s first and only interpreter education program accredited by the Commission on Collegiate Interpreter Education. Established in 1978, the SLIP is the longest standing interpreter education program in Georgia and one of the oldest in the country. The Sign Language Interpreting Program at GPC is an intensive program that features state-of-the-art technology, a low teacher-student ratio and hands-on, research-based instruction. We look forward to supporting your development as you become immersed in the study of American Sign Language/English interpreting.

SIGN LANGUAGE INTERPRETING PROGRAM PHILOSOPHY

Georgia Perimeter College’s Sign Language Interpreting Program supports and adheres to the core values, mission and vision of GPC.

Language Philosophy

Georgia Perimeter College’s Sign Language Interpreting Program recognizes the dignity and value of the Deaf community and the languages and communication modes used by its members. We affirm the legitimacy of ASL as a true language.
The goal of Georgia Perimeter College’s ASL classes and the Sign Language Interpreting Program is to help students gain an understanding of ASL and the cultural diversity within the Deaf community, and to develop a strong foundation of skills in interpreting and professional conduct, in order to participate in the community, both locally and nationally, as allies and professionals.

Toward that end, the department seeks to:

- Provide quality instruction in ASL, Deaf studies, and ASL/English interpretation to students from diverse backgrounds;
- Create a rich learning environment combining classroom instruction, experiential and self-directed learning, and community involvement; and
- Promote mutual involvement in the college, interpreting and Deaf communities.

Program Philosophy

Our curriculum is designed to prepare students for competence in their work. Priority is placed on the development of values, skills, and knowledge by balancing and integrating theory and practical applications. Learning by doing is an essential part of this process.

Our curriculum must respond to present and future trends including changing populations, changing structures and employment options, and the continuing growth and application of advanced technology.

Our curriculum is designed and structured to facilitate the health, wellness and varied lifestyles of our students.

Students, instructors and department personnel have rights and responsibilities. They have the right to privacy and to objective evaluation free from political, cultural, religious, gender, lifestyle or other prejudice, and they have the right to be treated with courtesy and respect. They have a responsibility to comply with the ethics and standards of the discipline, to model the principles of their profession and to commit themselves to the pursuit of knowledge and truth.

Everyone is both a student and a teacher. Interpreter preparation is a young field, less than fifty years old. Knowledge is evolving, so a variety of opinions and theories may be relevant. The learning environment needs to be safe, yet stimulating, providing encouragement for cooperative exploration and learning. Teaching and evaluation methods will accommodate a variety of learning styles. Learning by doing is an essential part of the SLI program philosophy.
The successful graduate integrates theory and practice, is able to draw on a wide repertoire of skills and ideas, and is behaviorally and emotionally committed to the highest standards of ethics and professional excellence. Self-knowledge is a precondition for effective work.

POLICIES AND GUIDELINES

Georgia Perimeter College and the Sign Language Interpreting Program have developed policies to support our goals and philosophy, and to provide students with a consistent, fair and high-quality education.

General performance standards for hearing SLIP students

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for rapid analysis of language, communicative function, context, and environment</td>
<td>1. Apply the RID Code of Professional Conduct to scenarios based on real-life incidents.</td>
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<tr>
<td></td>
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<td>2. Accurately summarize, paraphrase and recall messages in ASL &amp; English.</td>
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<tr>
<td>Communication</td>
<td>Communication/interpersonal abilities sufficient for interaction with others from a variety of social, emotional, cultural &amp; intellectual backgrounds in writing, in spoken English and in American Sign Language</td>
<td>1. Establish working rapport with teachers, fellow students, and members of the Deaf community.</td>
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<td>2. Work cooperatively with classmates on projects and team interpreting.</td>
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<tr>
<td>Demeanor</td>
<td>Emotional health, adaptability, flexibility &amp; physical tolerance sufficient to provide interpreting services to clients</td>
<td>1. Function effectively in stressful situations and environments.</td>
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<tr>
<td></td>
<td></td>
<td>2. Adapt to ever changing environments.</td>
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<tr>
<td></td>
<td></td>
<td>3. Display flexibility.</td>
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</tbody>
</table>
4. Interact appropriately with others.

5. Tolerate conditions that may be physically and emotionally taxing.

<table>
<thead>
<tr>
<th>Mobility</th>
<th>Physical abilities sufficient to use sign language appropriately</th>
<th>Demonstrate mobility of upper body to produce signs that are clear and comprehensible.</th>
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</thead>
<tbody>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to produce sign language clearly and effectively</td>
<td>Produce clear signs, non-manual markers and clear and readable fingerspelling.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to hear someone speaking at a normal volume</td>
<td>Hear and understand audio and video record materials played at a normal volume and at a distance of at least 3 feet.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Verbal and physical ability to sufficiently be heard and understood at a normal volume.</td>
<td>Articulate and project voice at a volume and clarity that is understandable to a group of at least 20 people.</td>
</tr>
<tr>
<td>Vision</td>
<td>Visual ability sufficient for sign language to be seen at a normal distance</td>
<td>1. See and understand sign language produced at a distance of at least 10 feet.</td>
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<tr>
<td></td>
<td></td>
<td>2. Posses a visual field of at least 90 degrees</td>
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</tbody>
</table>

**Admission into SLIP Classes**

All collegiate courses that are required and taken as part of the Sign Language Interpreting Program are counted towards the Associate of Applied Science degree in Sign Language Interpreting.

Students wishing to apply to the Sign Language Interpreting certificate or AAS programs must complete the following steps:

2. Complete English 1101 and 1102 with a "C" or better. These courses can be transferred from any accredited college or university.

3. Attend a program orientation.

4. Pass an assessment of spoken English skills.

5. Pass an assessment of sign recall and visual-motor integration (the “GEARS” test).

6. Pass an assessment of ASL conversational skills (Sign Language Proficiency Interview). Of the three SLIP entrance assessments, this component receives the greatest weight. In an interview with an advanced ASL communicator, questions are asked about work, family, home, hobbies, or activities. The interview lasts approximately ten minutes and is video recorded for evaluation. To pass this portion of the entrance process the student must demonstrate a shared conversation, answering the interviewer’s questions with elaboration of at least four or five sentences. The student must demonstrate a good knowledge of everyday vocabulary, and must generally produce signs accurately and understandably. The student must show some use of ASL grammatical structures, though these may not yet be used consistently or fluently. The student should not use voice or signed English. This interview should be completed only after attending an orientation session.

Students with skills credentials (certification or assessment from RID/EIPA/QA/SLPI) may be able to exempt the interview portion of application by submitting their credentials.

Financial Aid

Financial aid is available through the Financial Aid Office, located on the Clarkston Campus (678) 891-3505. Please contact the staff of the Financial Aid Office for advice on the availability of grants or loans. The GPC Foundation administers the Christine Smith Scholarship for SLIP students. Each year applications are reviewed, and a stipend is awarded to the winning student. For information on the Christine Smith Scholarship contact the GPC Foundation.

STUDENT RESPONSIBILITIES

Successfully Completing the Sign Language Interpreting Program

Interpreting between ASL and English is a very difficult, complex task. Students learning to be interpreters must develop fluency in American Sign Language, and must develop facility with transferring meaning quickly and accurately between the two languages. The skills necessary to succeed in the Sign Language Interpreting Program cannot be mastered through classroom
Diversity
The Sign Language Interpreting Program does not discriminate on the basis of race, ethnicity, gender, age, religion, national origin or lifestyle. Interpreters work with a diverse population and often must demonstrate open-mindedness and flexibility. We expect students to demonstrate respect for diversity in the classroom. Students are encouraged to examine and share their thoughts and opinions. However, students who express their opinions in a rude, disrespectful or disruptive manner may be asked to leave class.

Distractions in Class

- Cell phones must be turned off throughout class. If you have a critical situation that requires you to keep your device active, set it to vibrate and sit near the door so you can leave without distracting others.
- Use of any electronic device during class time without your instructor’s prior consent will be considered as an absence and you may be asked to leave.
- No food will be allowed in class at any time. Food can be eaten in the hall during breaks or between classes. Beverages with secure lids will be permitted.
- If you are sick and contagious please do not come to class. If you insist on coming to class please bring disinfectant spray, wear a mask and gloves, and do not sit near other students or instructors. Yes, we are serious.
- Children are not allowed in the classroom or unsupervised in the hallway, the library or the grounds of the college.
- Visitors may only sit in on classes if they have been previously authorized by the instructor and the department coordinator.
- “Side-bar” conversations will not be tolerated (voice or sign). You may be asked to leave your class.

STUDENT STATUS

Sign Language Interpreting Major: Certificate of Completion (SLIX)
In order to graduate successfully, students enrolled in the Certificate program must complete all coursework in the professional sequence of classes.

First-Year courses
ASL Narrative & Discourse SLIP 1911 6 hr
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**Interpreting Lab I**  
SLIP 1911L  
1 hr

**Deaf History & Culture**  
SLIP 1915  
3 hr

**ASL to English I**  
SLIP 1923  
3 hr

**English to ASL I**  
SLIP 1931  
3 hr

**Interpreting Lab II**  
SLIP 1931L  
1 hr

**Introduction to Interpreting**  
SLIP 1941  
3 hr

**Second-Year courses**

**Interp. in Special Settings**  
SLIP 2901  
3 hr

**Interpreting Lab III**  
SLIP 2901L  
1 hr

**ASL to English II**  
SLIP 2912  
3 hr

**Interpreting Lab IV**  
SLIP 2912L  
1 hr

**English to ASL II**  
SLIP 2932  
3 hr

**Practicum**  
SLIP 2951 (a)  
6 hr

The following courses can be taken at any time while previous to or during enrollment in the SLI program:

**Fingerspelling & Numbers**  
SLIP 1924  
1 hr

**Classifiers**  
SLIP 1925  
1 hr

**NOTE:** (a) A comprehensive exam and student portfolio are required to exit the program.

### Sign Language Interpreting Major: AAS Degree (SLIA)

In order to graduate successfully, students enrolled as AAS degree-seeking students must complete all coursework in the professional sequence of classes (*as shown above*) and an additional 28-30 hours in general education courses. General education courses, with the exception of ENGL 1101 and ENGL 1102, may be taken prior to, during, or after completion of coursework in the professional program. ENGL 1101 and ENGL 1102 must be completed prior to admission to the interpreting program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ATEC 1201</td>
<td>1 hr</td>
</tr>
<tr>
<td>RSCH 1203</td>
<td>1 hr</td>
</tr>
<tr>
<td>COMM 1201*</td>
<td>3 hr</td>
</tr>
<tr>
<td>ENGL 1101*</td>
<td>3 hr</td>
</tr>
<tr>
<td>ENGL 1102*</td>
<td>3 hr</td>
</tr>
<tr>
<td>HIST 2111* or HIST 2112*</td>
<td>3 hr</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>3 hr</td>
</tr>
<tr>
<td>Physical Education Electives</td>
<td>2-4 hr</td>
</tr>
<tr>
<td>POLS 1101*</td>
<td>3 hr</td>
</tr>
<tr>
<td>PSYC 1101*</td>
<td>3 hr</td>
</tr>
</tbody>
</table>

**Elective from Core Area C (Humanities/Fine Arts)**  
3 hr

* Or Honors equivalent
Program Sequence of Classes

The Sign Language Interpreting Program sequence begins each fall. Courses are sequential and build one upon the other. We strongly recommend that you take nine to ten credit hours of SLIP classes each semester (except summer semester, when four credit hours are offered). A student enrolled full-time in the professional courses will complete the program sequence in five semesters.

If you choose to enroll in the SLIP as a part-time student, the lecture courses must be completed before the skills portion of the sequence. If you wish to enroll in the program part-time, you will need to meet with a program advisor to design your individual plan.

You may participate in the SLIP as either a program or a special student.

Program Student: A program student is one who seeks an AAS degree or certificate of completion. These students will take program courses in a specific order. If a program student does not register for classes for one semester, their status will be automatically changed to that of a special student, and they must reapply to the department to be readmitted as a program student. It is your responsibility to make sure that you are taking the appropriate general education classes for your graduation requirements. It is also your responsibility to be aware of your student status within the program. Please check in often with your faculty advisor.

Special Student:
This category is reserved for:

- Individuals who wish to take specific courses to supplement ongoing studies in related fields (i.e., Deaf Education majors at GSU).
- Credentialed interpreters who wish to enhance their current skills.
  (Credentials recognized are those offered by RID/NAD, or an assessment of 3.5 or above on the Educational Interpreter Performance Assessment. State level credentials from other states may be accepted on a case by case basis.)
- Individuals who have completed all coursework in the SLIP and who wish to review or strengthen their skills.

In order to be admitted as a special student, you must complete an application requesting special student status.

Skills classes have a maximum student enrollment of 10. Program students are given priority for registration. Special students will be admitted on a space available basis.
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Special students are not permitted to take the Practicum course. If a change of status is desired, from special student to become a program student, the student must apply to the department and the remaining courses must be taken in the prescribed order.

Enrolling in/Auditing Select Courses
If you wish to audit or enroll in select courses from the program as a special student, you must obtain approval from the program coordinator. You will need to demonstrate skills competence by earning at least 80% on the final examination in the prerequisite skills class. If you choose this option, the instructor will expect that you have the necessary knowledge and skills to complete requirements for the selected course. The instructor will not modify the curriculum to meet the needs of special students auditing or enrolling in select courses only. Students who audit courses may or may not participate in class activities at the instructor's discretion. They will not be expected to complete class assignments. They will not receive grades, evaluations or structured feedback.

Exempting Courses
The Sign Language Interpreting Program courses are designed to give you the knowledge and skills you need to successfully pursue a career in interpreting. ASL fluency and involvement within the Deaf community are critical, but there are many other competencies needed by an interpreter. These competencies are taught in our program courses. Therefore, program courses cannot be exempted. We do value your knowledge and experience, and in some cases, independent study for specific courses may be appropriate if you have interpreting credentials. Independent study can be arranged with your advisor and must be approved by the program coordinator.

Requesting a Temporary Waiver for Pre-requisite English Language Requirements
A temporary waiver for English language pre-requisites may be requested by submitting the appropriate form with the SLIP office. Temporary waivers are awarded on a case by case basis and are generally limited to

(a) transfer students who have completed English pre-requisite requirements, but whose documentation is still in the process of being evaluated.  
(b) students who have completed ENGL 1101, and who are able to complete ENGL 1102 within one to two semesters.

Temporary waivers will not be granted to students enrolled in English Learning Support courses.

Transferring Program Credits
Georgia Perimeter College recognizes only accredited colleges and universities for course transfer. Lecture courses with equivalent course descriptions and content will be accepted for transfer for up to three years in the past. Skills courses taken within the past two years may be accepted if the content and competencies are equivalent. If it has been more than
two years since you took skills courses you will be asked to demonstrate current skills competency. Please consult with your adviser.

Working Students
We recognize that many interpreting students must also work full-time. However, our instructors have the same high expectations for all students. We suggest that you consider all the demands on your time before committing to the program.

Working as an Interpreter While in the Program

Unless you have interpreting credentials, we strongly recommend you do not work as an interpreter while a student in the program.

PROGRAM REQUIREMENTS

Minimal Competence
A grade of "C" or better is required in SLIP courses in order to continue in the program sequence. It is highly recommended that students complete skills courses with a "B" or better to insure they have the prerequisite skills to be successful in the next course.

Reentering the Program Sequence
Each professional course in the offered only once during the year. If you withdraw from the sequence of courses for a semester, you will not be able to resume the sequence until the following year. When you are ready to resume your studies, you will need to reapply to the program. You will need to demonstrate current skill level by taking and passing (80% or better) the final exam for the class which is prerequisite to the one you wish to take. You may want to repeat some courses to brush up your skills. If it has been more than three years since you have taken a lecture class you may be required to retake the course if the content has changed significantly.

If the program of study changes from the time you were previously attended program classes, you must satisfy the current program requirements.

Repeating Courses
According to Georgia Perimeter College policy, if a student repeats a course, both grades count toward the GPA and both appear on the transcript, even though the course can be counted for credit only once. The grade received on the final attempt will be calculated for the purpose of graduation requirements. Students wishing to repeat a course should follow the same requirements as students enrolling in select courses. Students who do not earn a "C" or better in a course may have one more attempt to complete the course satisfactorily. Students who withdraw failing will be considered the same as students who complete the course with a grade below a "C". 
Grading Policy
At the end of each semester, students receive their grades by mail. Grades may also be posted by your instructor in iCollege. The grading system used at Georgia Perimeter College is as follows:

A  90-100%  Excellent
B  80-89%   Good
C  70-79%   Average
D  60-69%   Poor
F  Below 60% Failure

Students will be made aware of academic status prior to midpoint of each semester.

Grade Appeals
Questions and concerns about grades are often the result of misunderstanding about grading practices and expected standards. Direct communication between the instructor and the student usually clears up these misunderstandings. If questions persist, make an appointment with the Sign Language Interpreting Program coordinator. Complete details regarding grade appeal procedures are available in the Georgia Perimeter College catalog.

Cheating/Plagiarism
Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment. Plagiarism is a form of cheating that involves presenting, as one's own the ideas or work of another. Academic Honesty Procedures have been established by Georgia Perimeter College to insure due process in cases of cheating or plagiarism. A copy of procedures is in the Student Handbook.

Cheating of any kind may result in a penalty ranging from a grade of zero for the work in question to a grade of “F” in the course AND will be referred to the College Court for assignment of penalty that may include suspension from the College. A student found guilty of cheating or plagiarism by the College Court and suspended or dropped out of the program sequence will not be allowed to apply for readmission to the program at a later time.

Cheating includes, but is not limited to 1) use of any unauthorized assistance, resource or materials in taking quizzes, tests, or examinations: or 2) dependence upon the aid of sources beyond those authorized on writing papers, preparing reports or video records, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of a test or other academic material belonging to Georgia Perimeter College, to any department, or to any staff.
Plagiarism includes, but is not limited to 1) use, by paraphrase or direct quotation, of the published or unpublished work of another persons without full and clear acknowledgement, or 2) unacknowledged use of materials prepared by another person; or 3) use of any agency engaged in the selling of term papers or other academic materials.

These guidelines apply to works of written or spoken English and sign language.

Copyright Infringement
Materials available in the lab for student use and assignments are copyrighted materials for which we have purchased a site license. It is illegal to make copies of these materials for use outside the lab. Copying these materials is prohibited. Any student who wants a personal copy of these materials must purchase them from the publisher. Any student who is found to have made an illegal copy of the materials will face disciplinary action, as this demonstrates a lack of ethical behavior which the program will not tolerate.

Attendance
All classes in the Sign Language Interpreting Program are highly interactive. Because ASL can only be learned through visual experience and practice, missing a class impedes skill development. Therefore, students are permitted a maximum absence of 15% of class time. If you exceed the maximum absence of 15%, your grade may be lowered by one letter at the discretion of your instructor. If you exceed 25% absences, your grade may be lowered by two letters. We do not differentiate between “excused” and “unexcused” absences. If you are not in class, you are not in class. Arriving late or leaving early will be counted toward the 15% absence, as will sleeping in class. You are responsible for gathering all notes, materials, and information you miss during an absence. In general, examinations and quizzes are conducted live, and cannot be made up. If your absence is an unavoidable emergency, speak with your instructor.

Withdrawals: (According to Georgia Perimeter College Policy)
A. Student-Initiated Withdrawals
   1. If it becomes necessary for a student to withdraw from a course, the student must confer with the instructor. Withdrawal procedures begin in the registrar's office.
   2. A student who officially withdraws from a collegiate level course by the midpoint of the semester will receive a grade of "W."
   3. A student who withdraws after the midpoint of the total grading period will receive a "WF" unless approval as a hardship withdrawal is received from the academic dean. (A grade if "F" will be computed into your GPA.)
   4. The official date of withdrawal will be the date the student-initiated withdrawal form is received in the registrar's office.

*Please note: It is the student's responsibility to withdraw him or herself from class. Instructors will not withdraw students.*
Learning American Sign Language and preparing to serve as a professional working within the Deaf community is wholly dependent upon your ability to develop relationships, establish communication and maintain positive ties within the community-at-large, and within the Deaf and interpreting communities, in particular. While a program student, you will have the opportunity to develop relationships and practice effective communication as you volunteer your time, talent and knowledge to organizations and people in the community. **We strongly support the concept of service learning.**

Your instructors can best advise you on which volunteer assignments are appropriate for your current skill level. Service learning opportunities are announced to the student listserv and may be posted on the SLIP bulletin board.

Students may be required to provide a criminal history/background check for some volunteer settings. **Criminal history checks associated with volunteer assignments are the responsibility of the student.**

**(NOTE: WE DO NOT SUPPORT VOLUNTEERING TO INTERPRET WITHOUT THE PROPER TRAINING AND CREDENTIALS.)**

**Student Volunteer Coordinator**

In the spring of each academic year a student “volunteer coordinator” will be selected to assist the department with the logistics associated with coordinating student volunteer activities for workshops and SLIP campus events in the coming academic year. The Student Volunteer Coordinator (SVC) works closely with the SLIP department secretary, and will solicit and schedule student volunteers for workshops during the academic year. The SVC will also act as the onsite coordinator for volunteer activities. Criteria for selection include cumulative GPA, dependability, organization, a strong service ethic, and being current with all SLIP coursework. Students who wish to be considered should apply no later than the end of the fall term (December) of their first year. See Becky Thurman for application procedures.

**Graduation Portfolio**

Students in the Sign Language Interpreting Program prepare a portfolio for review prior to completing the program. The purpose of the portfolio is twofold. Interpreters as a part of their professional practice continually analyze and reflect on the effectiveness of their work, and are held professionally accountable for skills and knowledge development through continuing education. The creation of the student portfolio is a means for developing skills in self-analysis and reflection. The portfolio also serves to collect and organize a record of the
student's experiences during the program, and is a display of the student’s dedication to the process and his or her current ability.

The contents of the portfolio will be useful when preparing for professional development or further education, when applying for internship or mentorship opportunities and when looking for employment.

The portfolio will be submitted as part of your work for the Introduction to Interpreting course in the spring of your first year. The final draft of the portfolio will be due at the end of the program, as a requirement of your practicum. Students not submitting an acceptable portfolio will receive an "Incomplete" for the course, and will not be able to graduate until the requirement is satisfied. Students have a maximum of one semester to complete “Incomplete” work.

Your final portfolio should include the following items.

1. Documentation of 200 service hours (as opposed to attendance) for interpreting and Deaf related organizations, functions, schools and individuals. At least 50 of these hours should be completed by the spring semester of your first year to be evaluated in the Introduction to Interpreting course; 50 hours or more per semester is highly recommended. These may include a combination of the following types of activities:

   • Volunteering for service:
     - Conferences
     - Deaf Community Events
     - SLIP clerical work
     - Deaf/Interpreter-Related Workshops
     - Deaf Awareness Expos/Events
     - SSP (support service provider)
     - Communication assistance
     - Service on committees
     - Offices held in program, school, Deaf/interpreter-related organizations
     - Other activities with prior approval

   • Video development: Produce a video of presentations by native ASL users (CODA or Deaf). Presentations could be stories, speeches, teaching, demonstrations,
A one hour video record is equivalent to five hours of service. Videos will be donated to the SLIP.

- **Independent service projects:** Students may design service projects, based on their skills, areas of interest, and needs identified by the community. Projects are to be pre-approved by a SLIP adviser. Service hours will be negotiated with the faculty adviser.

2. **Professional development:** Attendance at a minimum of six workshops is required. In the portfolio include who, what, when, where, the number of contact hours, and proof of attendance.

3. **A current resume**
   - professional affiliations (a minimum of one local/state and one national interpreting organizations required)
   - current and previous work experience
   - training and schooling
   - degrees
   - credentials (certificates, SLPI ratings, etc.)

4. **Result letter from RID for the written generalist exam** (to be added to the final draft of the portfolio)

5. **Work Samples.** Include samples (CDs, projects, papers) that demonstrate learning you have acquired in the program. We suggest that when you complete a project or a work you are particularly proud of you keep a copy for use in your portfolio.

6. **Current professional references** (Minimum of 3, at least one of whom is Deaf. Include full contact information for each).

*NOTE:* Students are also required to take the RID Knowledge test and to submit the results letter as a part of the student portfolio. The fees associated with membership in the professional organization and/or taking the RID Knowledge test are the student’s responsibility.

**Faculty Advisers**
Students enrolled in the SLIP are assigned to a faculty adviser according to last name. Students with last names beginning with the letters A-M are assigned to Instructor Jean Plant. Students with last names beginning with the letters N-Z are assigned to Instructor Jon Shive.
Faculty/Instructor Advisement
Faculty advisers, as well as your course instructors, welcome the opportunity to talk with and work with you individually. If you need to meet with an adviser or an instructor, it is best to make an appointment in advance. This allows instructors to arrange their schedules and to prepare materials, if necessary. If you cannot attend a scheduled appointment, please give notice in advance whenever possible.

Interpreting Lab
You will be required to complete a variety of projects throughout the SLIP that require the use of video and audio technology. Much of your study and many of your projects will be completed in the Sign Language Interpreting Lab. Use of the lab will require that you come to campus at other than regular class times to access materials and technology. Click here to see the current open lab hours.

Technology
SLIP courses make use of internet-based technology for course content delivery. All students are expected to own or have access to an internet-connected computer. Some student texts are accompanied by CD-ROM/DVD content; therefore students should have access to computers or players that make such content accessible. Purchase of a webcam or digital video recorder is advisable and may be required by course instructors to allow students to create video samples of their work.

Necessary technology may be accessed in the interpreting lab during open lab hours on a space available basis.

Video Recording in Class
Students who wish to video record all or a portion of class content must adhere to the following guidelines:

- The course instructor must grant permission to video record. Seek permission from the course instructor.
- No other students should be filmed without their permission.
- Video records of class content are for the individual personal use of the student.
- Videos may not be shared, posted to any website, burned to CD, sold or otherwise traded without the written permission of the instructor.

Professional and Community Events
In order to maximize your professional development you will be required to attend professional workshops and community events as part of your course work. The fees associated with such events are your responsibility. We strongly encourage you to become a member of the Georgia Registry of Interpreters of the Deaf (GaRID), the Georgia Association
Professional Conduct
When you attend community events you are representing the Georgia Perimeter College Sign Language Interpreting Program. You are also representing yourself as a professional in training. It is important that you act responsibly and professionally on all class assignments. We expect you to follow the RID Code of Professional Conduct. Failure to do so may result in a lowered grade for the assignment and possible elimination from future assignments.

Drug and Alcohol Use and Abuse (adopted 2/00)
The Sign Language Interpreting Program policy regarding substance use and abuse is in addition to the college policy on drug and alcohol use. Any student suspected by appearance, actions, or odor of using drugs and/or alcohol prior to and/or during classroom, practicum, observation or program sponsored learning experiences, will be asked to leave the classroom or area.
A later conference will be scheduled with the student to discuss and hopefully resolve the problem. It is not the intention of the faculty to fail the student, but to refer the student, if needed, to the proper resources for help. If, however, the problem is not resolved so that course objectives and requirements can be met, the student will be withdrawn from the Sign Language Interpreting Program. The student may seek, if eligible, readmission for the same course after proper help to resolve his/her problem has been received and documented. Students may be required to submit to drug testing to qualify for certain practicum and observation sites.

Dress
Appearance is primarily a personal matter. However, appearance and/or dress that is extreme or unusual to the point of distracting from or being disturbing to the learning environment within classes or on the campus is not acceptable. In addition, signs are most easily read against a contrasting solid color background. Patterns, loud colors, tattoos and shiny, dangling jewelry can be distracting and may impair intelligibility. Some people find long, brightly colored fingernails difficult to read. Even as first year students, we encourage you to dress as professional interpreters, especially when doing presentations and video records. Instructors may lower grades for inappropriate clothing during presentations.

It is imperative that as an interpreter you be prepared to represent yourself and your clients/consumers well in all kinds of environments. For most clients/consumers, in most environments, this means professional dress. There are occasions when one might interpret
As a second year student, you will be required to dress as you would if interpreting professionally in a professional environment. This pertains not only to the color worn, but also to the type of clothing selected. Specifically, as a second year student attending classes at GPC, this means your attire should be:

- Business casual or better
- Clean and pressed
- A primarily solid, skin contrasting color from the waist up

In addition,
- No jeans
- No T-shirts
- Guys—no collarless shirts w/out jacket/blazer
- All—minimize reliance on polo-style shirts
- Tattoos must be covered
- No jewelry (except wedding/commitment rings).
- Fingernails will be natural in length and color

When attending professional functions, observing interpreters, or participating in practicum, you will be expected to dress in the manner of a professional interpreter. Failure to do so may result in a lower grade for the assignment and/or elimination from future assignments.

For interpreter observations and volunteer assignments, please wear your SLIP student badge.

Children/Visitors in School
Children are not allowed in classrooms, in the interpreting lab, or unsupervised in the hallway, the library or on the grounds of the college. Visitors may not sit in on classes unless they have been previously authorized by the instructor and the department coordinator.

Practicum
This course is the culmination of all you have learned. You will attend class on campus for continued skill building and discussion of Practicum experiences. Your instructor will place you at a Practicum site. You will spend a minimum of 70 hours at the site (99% of which will be Monday-Friday 8:00-5:00). These hours will be completed throughout the semester, for example seven hours a week for ten weeks or twenty hours a week for three and a half weeks. Each site will have a supervising interpreter who will be responsible for working with you and deciding your assignments. The supervising interpreter must be credentialled.

You may be placed in a school, with a staff interpreter, with a referral agency, or in a number of possible sites. It is important that you begin planning your schedule as soon as
possible to be able to meet this requirement. Your instructor will meet with you before the beginning of Practicum and try to match your preferences in sites and locations with the available options. We cannot guarantee that you will get your preferred placement. You may need to drive some distance to complete your site assignments. Your instructor considers many factors in making placement assignments. Therefore, you are not permitted to solicit your own Practicum site or supervisor.

In addition to these 70 hours, you will complete a minimum of 30 hours at a site of your choice, pending approval of your instructor. These hours may be in a number of environments and sometimes can be done on weekends or evenings. You will also complete 10 hours of guided self-study.

A criminal background check will be performed on all students prior to placement at a Practicum jobsite.

In addition to completing all assigned field work, you will be required to take and pass a comprehensive, final interpreting skills evaluation in order to pass the Practicum course.

Students are also required to take the RID Knowledge test and to submit the results letter as a part of the student portfolio. The fees associated with membership in the professional organization and/or taking the RID Knowledge test are the student’s responsibility.

**Postgraduate Employment**
The department provides information on employment sites and posts any job announcements received. However, you are responsible for securing employment after graduation.

**COMMUNITY RESOURCES**

**Atlanta Black Deaf Advocates**
The Atlanta Black Deaf Advocates organization is affiliated with the National Black Deaf Advocates. They offer a membership newsletter.

**Hearing Loss Association of America - Atlanta Chapter**
Formerly called SHHH (Self Help for Hard of Hearing), this organization provides support, education, and fun for hearing impaired people and their friends and families. They have a membership newsletter.

**Georgia Association of the Deaf (GAD)**
GAD is an advocacy agency for deafness issues. Chapters are located throughout the state. GAD publishes a membership newsletter.

**Georgia Association of the Deaf-Blind (GADB)**
GADB provides the information, support and advocacy that empowers and improves the quality of life of deaf-blind people.
Georgia Hands and Voices
Hands and Voices is dedicated to supporting families with children who are Deaf or Hard of Hearing without a bias around communication modes or methodology.

Georgia Parent Infant Network for Educational Services (GaPINES)
Georgia PINES is a statewide early intervention program, begun in 1980, for families of children birth to five years of age with a diagnosed hearing impairment and/or a visual impairment.

Georgia Registry of Interpreters for the Deaf (GaRID)
GaRID is the state affiliate chapter of the Registry of Interpreters for the Deaf, and is an organization established for, comprised of and sustained by sign language interpreters.

National Alliance of Black Interpreters - Atlanta Chapter

Registry of Interpreters for the Deaf  703-838-0030
RID is the national professional association of interpreters. It offers national certification, continuing education, member services, and a newsletter.

SCHOOLS
Atlanta Area School for the Deaf (AASD)
890 North Indian Creek Drive
Clarkston, GA  30021
404/296-7101 (V/TTY)
AASD is a day school program (preschool through 12th grade) for students who are deaf or hard of hearing.

Georgia School for the Deaf
Cave Spring, GA 30124
706/777-2200 (V/TTY)
GSD is a public residential school for children who are deaf or hard of hearing.

SERVICES
Georgia Council for the Hearing Impaired (GaCHI)
4151 Memorial Drive, Suite 103B
Decatur, GA  30032
404/292-5312 (V/TTY); 1-800-541-0710
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GaCHI provides counseling, public awareness, crisis intervention, workshops, family life education, community education, referrals, advocacy.

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