

Interactive Situations for Interpreting Practice on Transitioning to College

with

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Click anywhere on the page to go to Table of Contents

THE COLLEGE OF ST. CATHERINE

This project is a creation of
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in partnership
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and
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In Transition

Table of Contents

RSA Region V Interpreter Training Project Fact Sheet 3

Instructions for using this CD-ROM 5

Overview of CD-ROM 6

Strategies for Use 7

Meet the Actors 8

Situation #1: At the Access Center 9

Situation #2: A Degree in Photography? 10

Situation #3: Show Me the Money 11

Photography Course Listing 12

"Access Center" Summary 13

"Photography" Summary 16

"Money" Summary 18

Meet the Actors--Outlines/Transcripts 21

Credits for this Project 22

To go to any of these pages, you can click on their title or page number on this Table of Contents. Throughout the CD, you will find *underlined links in blue* that you can use to navigate through the document. Or you can click on the Navigation Panel toolbar, located to the right of the Printer Icon at the top of the screen. Then, look for the *Bookmark* tab, instead of the *Thumbnails*. These bookmarks serve as links to guide you throughout the document.

RSA Region V Federal Interpreter Education Project
Fact Sheet

What is the focus of this project?
The goal of the Rehabilitation Services Administration (RSA) of the U.S. Department of Education is to make available, through ten regional grants, support for continuing education for interpreters who work with Deaf, hard of hearing and DeafBlind people. The ultimate goal is to increase the number of certified, qualified interpreters to work in rehabilitation related settings.

The goals of the training project for Region V include:

- Building an infrastructure in rural and urban areas across the region so that the long-term on-going need for skill maintenance and skill upgrading can be met in local areas. Some components of this include a comprehensive local and regional resource guide for interpreters and agencies, mentor development & training and independent study materials for interpreters.
- Continuing to provide a source of qualified interpreters who have graduated from the College of St. Catherine's four-year interpreting program, which includes specialized areas such as deaf-blind, health care and educational interpreting. These specialized courses will be offered in an intensive summer format to make them available to interpreters throughout the region. In addition, the goal has been set to see an increase of least 10% in the number of minority students/students from diverse communities completing the program.
- Co-Sponsoring 42 workshops (7 in each state) per year in Region V, responding to previously identified needs as well as immediate and/or on-going needs, such as preparation for certification and developing interpreting skills for working with individuals who are DeafBlind or who have low vision needs. Co-Sponsoring may be in the form of information & referral, technical assistance, advertisement and/or a contribution to the presenter's fees/expenses.

Which states does Region V cover?
Region V includes the states of: Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin.

What type of support is available?
Technical Assistance: This includes assistance with any or all steps in planning and coordinating an event: locating presenters, assistance with timelines and detail work, registration coordination, fiscal coordination, advertising (including the development and mailing of flyers), printing of materials, evaluation development and summaries.
Financial: First consideration for financial support will be given to those projects that address the underserved populations identified by the Federal RSA or the Project Needs Assessment. This includes (but is not limited to) interpreters working in rural areas, interpreters working with individuals who are DeafBlind; distance-learning programs, mentoring and increasing the number of certified interpreters from diverse communities.
RID CEU sponsorship: Assistance with completing the necessary paperwork for approving CEU sponsorship for events throughout the region. As an approved sponsor, we can also be the identified sponsor of the CEUs for the event and take care of the necessary paperwork for application, documents for the event, and certificates of attendance.
Information and Referral: This includes providing contact information to individual interpreters for professional organizations, websites and other resources that may be helpful in general interpreting skill enhancement.

Any or all of the above mentioned kinds of support may be given to any project.

How will awards for support, particularly financial support, be decided?
The non-financial support is readily available to anyone – simply give us a call or send us an email (at least two weeks prior to your event), and ask us if the support you are looking for is within the scope of the Project and can be available for your event.

Organizations requesting financial support will be required to complete and submit to the Project office a simple application. Applications for funding will then be sent to at least three advisors. They will be given a set of criteria, including the goals of the Project, region and state and will make recommendations for approving funding or not.

How much financial support is available?
Financial support will generally be in the form of Challenge Grants. We have funding available for 7 events per state, each of the five years of the project.

Click here to go to Next Page

Click here to return to Table of Contents

RSA Region V Federal Interpreter Education Project
Fact Sheet

What are the criteria considered by the reviewers of the mini-grant applications?
The criteria includes:

- Which needs identified for this state and region does this event address? (The more needs addressed the better!)
- What partnering agencies and organizations are identified for working on this project? (Again, the more the better!) What kinds of contributions are being made by the partnering agencies, either financial or in-kind?
- Based on the budget submitted, does this look like a fiscally sound project? (Is it reasonably priced for attendees? Do the costs outlined seem appropriate for this size event?)

Can I apply at any time for financial or other support?
Yes. However, the applications for financial support will only be processed and reviewed on a monthly basis. Applications must be received in our office by the 5th of the month (or the closest business day to the 5th if it falls on a weekend) to be considered that month. Notification for awards will be given to applicants by the 30th of that month.

What must I do once support is granted?
If the Project is co-sponsoring an event, by providing technical assistance, CEU sponsorship, and/or financial support, the grantee must provide the Project with a class roster, final budget and evaluation summary (if we are not doing the summary for the event) within 30 days of the events completion. The Project must be identified as a co-sponsor on all advertisements.

Who is staffing the Project?
Darla Barrows is the Administrative Assistant and can be reached Monday – Friday, 8:30 a.m. – 4:30 p.m.. Central Standard Time. Richard Laurion and Paula Gajewski of SLICES, LLC share the position of Project Manager. Laurie Swabey, the Director of the Interpreting Program at the College of St. Catherine, is the Project Administrator.

SLICES (Sign Language Interpretation, Education and Consultation Services) was founded in 1998 by partners Paula Gajewski and Richard Laurion to promote the professional development of interpreters and transliterators of American Sign Language and English. SLICES develops and delivers educational programs and resources, using a learner-centered philosophy and drawing on the skills and talents of teams of Deaf and non-Deaf interpreters and interpreter educators. SLICES currently delivers educational resources in print, videotape and CD-ROM formats and consults with interpreters, schools and agencies nationwide. Paula Gajewski and Richard Laurion together have over 35 years in the fields of interpreting and interpreter education and through their partnership at SLICES, are making their vision of high-quality, learner-centered education a reality in rural and urban areas across the nation.

In 2000, the Interpreter Education Program at the College of St. Catherine in partnership with SLICES became the RSA Region V Center for Interpreter Education, under a grant from the US Department of Education. One of the project's main goals is to increase the number of skilled and qualified interpreters in Region V as well as building an infrastructure so that interpreters will be able to maintain and increase skills, even after the funding cycle has ended. Through this partnership, CSC provides the academic base and administrative support for interpreter education and materials while SLICES partners Paula Gajewski and Richard Laurion manage the off-campus delivery of learner-centered educational materials and events for the Region V grant project.

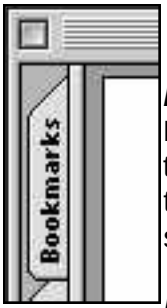
How can I get more information?
You may contact:

Region V Federal Interpreter Education Project
College of St. Catherine
601 25th Avenue South
Minneapolis, MN 55454
651/690-7779 V
651/690-7869 TTY
651/690-7849 Fax
federalprojectinfo@stkate.edu
www.stkate.edu/project

Click here to go to Next Page
Click here to return to Table of Contents

In Transition
Using this CD-ROM

Technical Stuff



Navigating through Acrobat Reader:
Each page has navigation links sending you on, or taking you back to the Table of Contents. On the Table of Contents page, you can click on the words of any of those pages, and it will take you there. You can also click on the BOOKMARK tabs (pictured and located in the upper left of your screen(Version 5.0) and you will see a series of navigation links.

Printing:
If you desire, you can print out this document. Due to its size, you may need to select a page range to print. The page numbers are located on the bottom of the page to assist you in determining what pages to print.

Playing Movies:
The movies are connected to the Acrobat Reader File and are located in the Movies Folder on your CD. By clicking on the places indicated on the page, Acrobat Reader automatically starts the QuickTime program to play the movie. If you have not installed QuickTime, see the *ReadMeFirst* file on the CD for links of where you can download this free software.

Once you start playing a movie, you can use the control bar at the bottom of the movie's window to adjust volume, move forward or backward in the movie, or to pause it. The window automatically closes when the movie is done, but if you want to close it before that, you can drag the button to the end of the movie or click on the control bar towards the end. You can also click on the control bar to move forward and backward within the movie. ***Click on the picture of the toolbar for an example of how to control the movies. Pay particular attention to the movements of the cursor. It shows how to control the volume, move around within the movie, and close it off early.***



Troubleshooting

When I click on the movies, they won't work?
There are two possible problems and solutions. First, check to make sure that you have QuickTime 4 or better installed on your computer. See the *ReadMeFirst* file for information on how to do this. Second, make sure that you have Acrobat Reader 4 or higher installed. Acrobat Reader 3 will allow you to read this file, but will not play the movies correctly. The *ReadMeFirst* file has info on how to upgrade your version of Acrobat Reader.

When I play the movies in the small mode, it is fine; but in large modes, the movies are choppy and hard to read. Any possibilities?
The computer processor is not fast enough or your CD drive doesn't deliver the information fast enough. Either try the CD on a faster computer, or copy the contents of the CD onto your hard drive. Just be sure that in copying them, the file*Transition.pdf* and *Movies* folder are within the same folder or directory, so Acrobat Reader will be able to find the movies.

My MAX mode isn't any different from 2x?
Some operating systems don't seem to allow the full screen play. Some Windows 98 computers don't allow full scale. Mac OS 8.5 or earlier also doesn't allow playing full screen play.

The movies are too light or too dark.
Unfortunately, the settings of Mac and PC monitors are different. Movies play lighter on Macs and darker on PCs. You can adjust your own monitor if necessary from your control panel, but the movies were produced to try to be a compromise and work on both.

In Transition

An Overview of this CD-ROM

This project grew out of a concern over the limited number of resources interpreters have to practice interactive interpreting. Given the prevalence that this type of interpreting has in both real-life situations and in national certification exams, it seems to be a significant gap worthy of attention.

These scenarios attempt to give as realistic a situation as possible--showing a Deaf high school senior and her mother going through a series of meetings with officials at the University of Minnesota-Duluth (UMD). Two of the scenarios include both the mother and daughter, so there is an opportunity to work with the challenges of having two Deaf participants in an interactive event. This can be a great challenge, and for more information on it specifically, be sure to check out some of the resources listed in the last strategy on the next page. In some of the situations, there were also situations of overlap--where both a Deaf and hearing person were talking at the same time. That challenge, too, is addressed in some of the resources mentioned.

Having the connected scenarios also allows interpreters to practice the process of preparing for an assignment. On each page, there are *links in blue* that you can click on which will take you either to information housed on the CD or on the Web that can assist you in preparing for the assignment. Be sure to take advantage of this opportunity to be as prepared as possible before you begin working with the scenario. In addition, there are links to summaries of each of the situations that you can use for preparation or for assistance in analysis.

On the next page, there are also suggestions for how to go about the process of using this CD. They are, of course, merely options, and we hope that you will discover even more ways to use these resources.

We hope that you find this CD to be both engaging and educational, and we wish you the best of luck in its use.

On behalf of those involved in this project,



March 2002

In Transition
Strategies for Practice

1. Practice Prediction:

Choose a language to focus on. For example, if you select ASL as your target for prediction, listen to the English segments of the interaction. At the end of the turn, click on the pause button on the bottom left of the control strip. Then, make a prediction about what the ASL speaker will say. If working with a partner, make this prediction in ASL, not English, to better prepare your brain for that visual mode. Then, watch the next segment to see how close your prediction was, and whether it assisted you in comprehending the message.

2. Analyze Discourse Features:

There are many features of language and discourse that are unique to interactive situations. Two researchers, Cynthia Roy and Melanie Metzger, make a very compelling case that for interpreters to be successful in managing this process, they must take an active role, rather than attempting to maintain the myth of neutrality. Here are some of the features that require our attention:

- Introductions
- Summonses/Attention-Getting Strategies
- Turn-taking & Overlap
- Responses to questions aimed at the interpreter

You can also use the summaries of the situations to assist you in this undertaking. Since this is a video interaction, not all of these features will be present, but attention to discourse features can contribute to better management of these situations. More significantly, it will lead to more successful interpretations for actual interactions. The first resource listed in Strategy #5 gives a much more in-depth description of how to go about this process.

3. Interpret in a consecutive manner.

Using the pause button, stop the video at natural pausing places, what linguists term "utterance boundaries." In general, the ASL sections are shorter because the Deaf participants are generally asking for information, so it should be possible to watch most ASL portions in their entirety. The English sections generally will be longer than can be managed as a single "chunk."

4. Interpret in a simultaneous manner.

Particularly in the scenarios with both Jonie and Ketsi, attempt interpreting with a special focus of making it clear to the hearing person who is saying what. Metzger and Roy call these "relaying factors" and they signify a instance when interpreters need generate contributions in order on to make the event a success.

5. Read through some of the literature about Interactive Discourse and Interpreting.

Metzger, Melanie, 2000. "Interactive Role-Plays as a Teaching Strategy," in Roy, ed. *Innovative Practices for Teaching Sign Language Interpreters.* Washington, DC: Gallaudet University Press. *http://gupress.gallaudet.edu/IPTSLI.html* (This article has a more extensive bibliography on the topic.)

Metzger, Melanie, 1999. "Footing Shifts," in Winston, ed. *Storytelling and Conversation: Discourse in Deaf Communities.* Washington, DC: Gallaudet University Press. *http://gupress.gallaudet.edu/SAC.html*

Metzger, Melanie, 1999. *Sign language interpreting: Deconstructing the Myth of Neutrality.* Washington, DC: Gallaudet University Press. *http://gupress.gallaudet.edu/0742.html*

Roy, Cynthia. 1999. *Interpreting as a Discourse Process.* Oxford University Press. *http://www.oup-usa.org/isbn/0195119487.html*

In Transition
Meet Our Actors

This page contains an introduction to all the participants for each of the scenarios. Be sure to take some time to meet the folks you will be working with in this interactive assignment. This is their actual information, as opposed to the parts they play in the scenarios.

To hear and see Sharon tell her bio in English, click on the picture. (This is in regular scale.)

2x **Max**

The length of this text is 0:25.

To hear and see Nancy tell her bio in English, click on the picture. (This is in regular scale.)

2x **Max**

The length of this text is 0:31.

To see Jonie tell her bio in ASL, click on the picture. (This is regular scale.)

2x **Max**

The length of this text is 0:24.

To see Ketsi tell her bio in ASL, click on the picture. (This is regular scale.)

2x **Max**

The length of this text is 0:12.

To hear and see Doug tell his bio in English, click on the picture. (This is in regular scale.)

2x **Max**

The length of this text is 0:23.

Go to Transcripts/Outlines of these introductions

Return to Table of Contents *Click here to go on to "At the Access Center'"*

Clicking on the picture will play the movie at regular resolution, good for up-close viewing. "2x" doubles the size of the movie. "Max" plays it full screen, and is better for viewing from further away, and for group showings.

To control the movie once it starts playing, you can click anywhere on the control strip to move to that part of the movie. To close the movie without watching it, click towards the end, and allow the movie to play itself out. Click **Here** for a sample demonstration of controlling the movie and volume. (Keep your eye on the cursor:-)

In Transition
At the *Access Center*

You've been asked to interpret a meeting at the Access Center of the University of Minnesota-Duluth. A high school senior, Ketsi, and her Deaf mom, Jonie, are scheduled to meet with Nancy, who is the Coordinator for Deaf and Hard of Hearing services on campus. Be sure to take the chance to meet them before you start with the assignment. You might want to visit the Access Center's web page to get a little background about UMD. *http://www.d.umn.edu/access* or visit the Midwest Center for Post-Secondary Outreach to get background info on transitioning issues. Of particular use is their section on Online Training. *http://www.mcpo.org*

Meet the Participants...

To meet Jonie and Ketsi in ASL, click on the picture. (This is regular scale.)

2x **Max**

The length of this text is 0:24.

To meet Nancy in English, click on the picture. (This is in regular scale.)

2x **Max**

The length of this text is 0:13.

Let the Interpreting Begin....

Note:
There was a misinterpreta - tion of Ketsi's first question during filming. See the writ - ten summary for details. This note is so you won't be thrown in practicing if that answer doesn't match your interpretation.

To see and hear this situation, click on the picture. (This is regular scale.)

2x **Max**

The length of this text is 16:04.

Go to Written Summary of Situation

Return to Table of Contents

Click here to go on to "A Degree in Photography?"

Clicking on the picture will play the movie at regular resolution, good for up-close viewing. "2x" doubles the size of the movie. "Max" plays it full screen, and is better for viewing from further away, and for group showings.

To control the movie once it starts playing, you can click anywhere on the control strip to move to that part of the movie. To close the movie without watching it, click towards the end, and allow the movie to play itself out. Click **Here** for a sample demonstration of controlling the movie and volume. (Keep your eye on the cursor:-)

In Transition

A Degree in Photography?

You've been asked to interpret a meeting with Ketsi and Doug at the Art Department. Ketsi is interested in learning about what programs UMD has for photography. Before you start, you might want to see the *Course Schedule for the Photography Minor (click here)* and perhaps even go to UMD's *Art Department's web page.(http://www.d.umn.edu/art/degrees/)*

Meet the Participants...

To see Ketsi's intro in ASL, click on the picture. (This is regular scale.)

2 x Max

The length of this text is 0:05.

To hear Doug's intro in English, click on the picture. (This is in regular scale.)

2 x Max

The length of this text is 0:27.

Let the Interpreting Begin....

To see and hear this situation, click on the picture. (This is regular scale.)

2 x Max

The length of this text is 6:56.

Go to Written Summary of Situation

Return to Table of Contents

Click here to go on to "Money"

Clicking on the picture will play the movie at regular resolution, good for up-close viewing. "2x" doubles the size of the movie. "Max" plays it full screen, and is better for viewing from further away, and for group showings.

To control the movie once it starts playing, you can click anywhere on the control strip to move to that part of the movie. To close the movie without watching it, click towards the end, and allow the movie to play itself out. Click H e r e for a sample demonstration of controlling the movie and volume. (Keep your eye on the cursor:-)

In Transition
"Show Me the Money"

You've been asked to interpret a meeting with Ketsi and Jonie in the Financial Aid department. The counselor that they will be meeting with is Sharon. Before you start, be sure to meet Sharon. You also might want to spend some time checking out these websites that provide some information about Financial Aid for colleges in general and for UMD in particular.

Do Some Research...

UMD Financial Aid:
http://www.d.umn.edu/sss/finaid/

Federal Financial Aid Programs
http://www.ed.gov/studentaid

Free Application for Federal Student Aid
http://www.fafsa.ed.gov

Meet the Financial Aid Counselor...

To hear Sharon's intro in English, click on the picture. (This is in regular scale.)

2 x Max

The length of this text is 0:10.

Let the Interpreting Begin....

To see and hear this situation, click on the picture. (This is regular scale.)

2 x Max

The length of this text is 16:08.

Go to Written Summary of Situation

Return to Table of Contents

Click here to go on to "Credits'"

Clicking on the picture will play the movie at regular resolution, good for up-close viewing. "2x" doubles the size of the movie. "Max" plays it full screen, and is better for viewing from further away, and for group showings.

To control the movie once it starts playing, you can click anywhere on the control strip to move to that part of the movie. To close the movie without watching it, click towards the end, and allow the movie to play itself out. Click H e r e for a sample demonstration of controlling the movie and volume. (Keep your eye on the cursor:-)

In Transition

Course Listing for Photography

Photography

Minor Only

This minor provides experience with both traditional silver-based photographic processes and digital manipulation from photographic sources. Students learn the principles of design and composition and are introduced to theories of visual communication, particularly within the art and design context.

Minor Requirements (27)
*Art 1002**—Intro to Art (3)
Art 1013—2-D Digital Design (3)
Art 1600—Photography I
or *Art 1607**—Freshman Seminar: Fundamentals of Photography (3)
*Art 2900**—Visual Literacy (3)
Art 3016—2-D Digital Studio I (3)
Art 3600—Photography II (3) course must be repeated (6)
Art 4600—Photography III (3) course must be repeated (6)

Note: Art 1002 is waived for art majors; instead, they take an additional 3 credits in Art 4600, for a total of 9. Art 1605 may be substituted by non-art majors with art department head permission.

* Courses that may be used to fulfill UMD liberal education program requirements.

Disclaimer: This description is taken from the 2001 University of Minnesota Course Catalog, and is solely used for purposes of preparing for the scenario. If you wish actual and up-to-date information about the Photography program at the University of Minnesota, please go to:
(http://www.d.umn.edu/art/degrees/)

Return to "A Degree in Photography?" *Click here to go on to "Money"*

Written Summary of "*At the Access Center*"

The following summary is intended as a tool for preparation and as a guide for analysis. It is not a formal transcription.

Nancy: Hi.

Jonie: Hi.

Nancy: Welcomes them to UMD; Introduces self and Access; Offers to start with description of programs or for them to ask questions first;

Ketsi: Tells Nancy to go ahead and start

Jonie: Concurs with Ketsi

Nancy: Describes different services and accommodations that Access Center can provide. Require documentation of hearing loss; and has information about rights and responsibilities of student and of access Center. Emphasizes difference between college and high school. Expect students will make requests for accommodations. Sometimes, students are unsure about what might be needed for course, and can meet about that. Asks if they have any questions.

Ketsi: Asks if this is the place to come for complete services with interpreters and help? (*Note: During actual filming, there was a mis-interpretation. The question was interpreted as: Are there many students here who require interpreting services?*

Nancy: Number of Deaf students vary from year to year, between 2-20 students who use sign. Also have 10-20 students who are hard of hearing who use services.

Jonie: Expresses interest in response. Notes that Access Center is for academic support. Wonders what kind of support there is socially with other deaf students on campus. Wonders if that is something the Access Center sets up.

Nancy: Social aspect—student can participate in any activity or club on campus. Interpreters provided for other University-sponsored activity. Some years have a club specific for Deaf students.

Jonie: Says that was what she was talking about.

Nancy: …Depends on student group. Sometimes Deaf students group together, sometimes socialize in more mainstream ways.

Jonie: That was clarifying—that it's student motivated…not set up by the office.

Nancy: Right; Large student center on campus with many groups. Idea is to promote student leadership. So, student groups run by students, perhaps with faculty advisor. Advisor could be from this office, or from ASL or Deaf Education departments.

Jonie: OK, asks Ketsi if she has questions.

Ketsi: Currently senior at school for the Deaf. Has open access to communication with everyone. Would be a big difference at UMD. So, interpreters more important. Wonders how much time requests for interpreters need to be made.

Jonie: Good question.

Nancy: Affirms it's a good question. Time varies. Like one week's notice. Can build it in interpreters' weekly schedules. But if not a week, can still make the request. Will try their best to fill the request. Better with notice, but try to fill anything.

Jonie: Asks about interpreters' certification levels.

Nancy: Says that's another really good question. Have 3 full-time interpreters. (Other years have had as many as 5) Total staff of 8 interpreters (full and part-time) 4 are certified and 4 are pursuing a study program to take their certification tests.

Jonie: Ok

Nancy: So it is definitely a goal to have all certified interpreters.

Ketsi: Emphasizes importance of clear communication for education. Wonders what to do if she can't understand the interpreter, due to using SEE signs or signs Ketsi doesn't know?

Nancy: Tries to schedule interpreters to match students. As mainstreamed University, get variety of students who prefer a variety of sign systems. Interpreters have a variety of skills, both for subject area and related to student preferences. Interpreters have different specialty areas: one in Biology; one in Human Services, one more a generalist. So, try to match signing skill and content area as well to provide best interpretation.

Jonie: Sounds good. Nice to have plan in place. Is there a way to provide feedback to interpreters? Is it formal or informal?

Nancy: Have both; After each term, all students get eval form for each interpreter in each class. Can evaluate same interpreter in different classes. Can provide very specific feedback. Encourage students and interpreters to maintain dialogue throughout course. Provide work time for students and interpreters to meet to prepare for a presentation with interpreter—so interpreter prepared for that situation. Or meet for technical class to meet and review vocabulary.

Jonie: OK, that's good.

Ketsi: (To Jonie,) reminds her that she had told Ketsi about ASL classes here for hearing students wanting ASL as their second langauge…

Jonie: (To Ketsi) Says that they have that here. Asks Nancy if that is correct.

Nancy: Affirms that offer 5 levels of ASL. Very popular with students. Many students on campus across all the colleges and majors. Encourages Deaf students to take ASL class and serve as a Teaching assistant later. Offer tutoring class, and student can earn credit and experience in Tutoring Center as ASL tutor.

Jonie: Asks if she means Deaf students can do that.

Nancy: Yes. Hearing students find deaf tutors valuable. Years with native ASL tutors, hearing students do better in classes.

Jonie: Thinking about previous comments, asks if all support services mentioned are included and they don't have to pay extra for them.

Nancy: Services mandated by ADA and other state statutes. No cost to them for appropriate academic services. UMD does require documentation. And make sure that it is clear what roles and responsibilities are for both student and Access Center.

Jonie: Expresses uncertainty about the last time Ketsi had an audiogram done.

Ketsi: (To Jonie) Thinks maybe 1 or 2 years ago.

Jonie: Thinks maybe even longer Asks Nancy how recent the audiogram needs to be.

Nancy: Try to have records within 3-5 years. With hearing loss, if history in high school of using academic support like interpreters is established, shouldn't be a problem. If problem arises, would contact them to have one done, but should be OK.

Jonie: Asks about how tutoring works, if it happens with interpreter.

Nancy: Access Center not required to provide tutoring. Have Tutor Center, and provide interpreters for visit to the center. Has been more successful over the years. Tutors have content area expertise and training on how to tutor. Rarely, interpreters serve as tutor. But generally, interpreters and students meet for mutual study session, working on vocabulary or preparing for presentation. Generally use tutor center which is also free.

Jonie: That's nice. Asks Ketsi if she has anything else.

Ketsi: Replies in the negative.

Jonie: Asks if Nancy has anything to add.

Nancy: Has material for them with information about application and admissions. Invites them to contact via e-mail or tty number.

Jonie: That's nice.

Ketsi: Thanks.

Jonie: Thanks for your time.

Nancy: Thanks for coming. Hope to see you in fall.

Ketsi: Thanks.

In Transition

Written Summary of "*Photography Degree*"

The following summary is intended as a tool for preparation and as a guide for analysis. It is not a formal transcription.

Doug: Opens by thanking Ketsi for interest. Introduces himself as part of Art Department. Asks if Ketsi has any specific questions

Ketsi: Asks if need to take 2 years of General Education first, or if can start on Photography major immediately.

Doug: Can take courses throughout. Clarifies that there is no major, only minor housed in the Art Dept. Some courses meet General Ed Credits: Example: Intro to Art meets requirement for General Ed.

Ketsi: Asks if some of courses offered during summer.

Doug: Responds in affirmative. Shows list of courses. Asks if any questions.

Ketsi: Expresses that she hasn't worked with film, only digital photography. So is not sure she will like it, and wonders how easy it would be to transfer to another major.

Doug: Responds that many students do that. Re-affirms that photography courses can meet other requirements so change might not mean an extension of college. Asks about her photography experience and if she is interested in working with film and darkroom.

Ketsi: Expresses interest in the old-fashioned film, rather than the technological innovations of digital photography. Though hasn't tried it yet, so isn't sure if it will really be for her. Asks about the future of the job market in photography.

Doug: Says that film-based photography still used a lot. Program offers both old and new. Affirms good opportunities in photography. Example of working for a newspaper. Asks if Ketsi has something selected for a major.

Ketsi: Clarifies what he means by the question.

Doug: Photography is minor. Need to have other field like teaching or business as major to go with photography. Asks if she has another interest.

Ketsi: Plan is to go with photography first, and if that doesn't work out, to become a language arts teacher.

Doug: Says that lots of other professions can use photography. Example of teacher using photography with students for projects. Or in business, using pictures for publicity and marketing. So very good skill to have whatever the field.

Ketsi: Expresses concern about how communication would work in photography. Can't have an interpreter all the time. Wonders how that would work.

Doug: Never had experience with a Deaf photographer. Thinks communication could happen with gestures. Thinks it could work. (Phone rings) Mentions phone. Asks if there are any other questions.

Ketsi: Says no questions.

Doug: Appreciates Ketsi taking the time. Hopes he answered questions.

Ketsi: Thanks Doug for answering some questions and clarifying some things she hadn't thought of.

Doug: Concludes with thank you.

Written Summary of "*Show Me the Money*"

The following summary is intended as a tool for preparation and as a guide for analysis. It is not a formal transcription.

Sharon: Invites them to have a seat.

Jonie: Introduces herself and Ketsi.

Sharon: Says Hi. Introduces herself. Asks if Ketsi is an entering freshman or still in high school?

Ketsi: Currently in high school, will be a freshman.

Sharon: Asks if thinking about attending UMD?

Ketsi: Possibly.

Sharon: Asks what questions they have about financial aid.

Jonie: Asks about accessing money, and what kind of support UMD provides.

Sharon: First, need to complete FAFSA. Will give one to them. Other questions answered in student guide book. Before FAFSA completed, need taxes and W-2 forms and parents' taxes. Describes government's definition of dependent child, which is not what some students expect.

Jonie: So throughout college, she'll be considered a dependent?

Sharon: Right, if doesn't fall into categories previously described……Reference to scholarships, UMD's financial aid website has a place to click for scholarships. Admissions office also has information on this for incoming freshmen. Normally, scholarships are for top 5, 10 or 25 % of class based on merit. Other scholarships are Sep/SALT. ..

Jonie: Asks about if it matters that standards might be different from Ketsi's school and others. That the top GPA at the Deaf School might be 3.7 compared to a 4.0 at another school.

Sharon: Directs Jonie to Admissions office for that answer. More knowledgeable with financial aid. Another thing: to receive financial aid, need to be admitted to university in eligible program, meaning a college like Fine Arts, or College of Education or SBE (School of Business and Economics), or CSE (College of Science and Engineering). FAFSA allows listing 5 different institutions you are considering attending. Each will receive report. Not until you're admitted will you be able to receive financial aid. Asks if they have any questions.

Ketsi: Wonders about experience working with Department of Vocational Rehabilitation.

Sharon: Have students who receive funding from VR. They require FAFSA to be done, too. They try to award you based on info from FAFSA. Starts over describing FAFSA. It determines your

need or EFC (Expected Family Contribution.) That's the key figure. If EFC is 0 to 3700 dollars, eligible for federal Pell Grant. Below 5800 dollars, eligible for Minnesota State Grant. Rehab tries to eliminate loans for students. Need to let counselor know that you are attending classes. They send voucher to the billing office and also an authorization to the bookstore. If eligible for state and Pell grants, you'll receive a combination of those funds together.

Jonie: Asks if State of Minnesota and Pell Grants have to be paid back.

Sharon: Grants and scholarships are gift aid. Only pay loans back. Scholarship, grants, rehab funding, all considered gift aid.

Ketsi: Asks if Financial Aid covers all the costs including tutoring, food, dorm.

Sharon: If living on-campus, all those things are part of bill. Tutoring doesn't cost anything, though. Just go to Tutoring Center. Bill consists of tuition, fees, housing, possibly phone bill. Any scholarship and grants go towards clearing that bill. A variety of meal plans if you live on campus. Some include all means, some only two meals a day. That's a student's choice. Currently, housing runs about 2,300-2,400 per semester. Cost to attend UMD is 13,442 per year—6172 per semester. Can get financial aid up to 6172. Tuition, fees, housing is about 4,000. The difference would be for use at your discretion.

Jonie: Asks what percentage of students receive financial aid.

Sharon. Doesn't know. Office does have stats, a high percentage. Includes loans, though some students don't consider that financial aid. But it is. Offer alternative loans, applications from different banks, and SEP loans where State of Minnesota is the lender. Has lower interest. Also the Federal Student loan. Have annual loan limits. 2625 for freshman year. Only half a semester, so 1300 doesn't go far. Sophomore receives 3500 per year. Juniors and seniors receive 5500 per year. Maximum loan through college is 23,000. Sounds like a lot, but is eaten up quick. Most students take 5 years instead of 4. Wise to talk with counselor and figure out what you want to do. Not come in undecided and take classes you don't need. Have additional services available to test your interests. Encourages students to take advantage of these supportive services.

Jonie: This is very helpful.

Sharon: Once FAFSA filled out, may have more questions. Can come back or call. Once information is in system, can check on it. You may have other questions, if taxes are not done, you can do this process…but we will request verification. Would require copy of taxes and W-2s. May have to verify SS# and citizenship. Has a very good process. Here to help.

Jonie: Clarifies: First step fill out FAFSA; Next be accepted to University, then Financial aid Sent.

Sharon: First step is completing FAFSA. To receive aid, must be accepted to university. Rehab doesn't require acceptance, just registering for classes. For traditional financial aid, have to go through admissions process. Admissions has application fee, and then an orientation which answers lots of questions. There's a financial aid counselor at orientation. If additional questions,

feel free to come into our office right next to admissions office.

Ketsi: Wondering about how to pay down loans. Any jobs available on campus?

Sharon: Packet also determines eligibility for work study. Two forms of College work study: need based and/or miscellaneous employment. Miscellaneous is when department just hires you. Need based where government pays 70 per cent and department pays 30 per cent. Jobs posted on-line at website. Get paid for hours worked, bi-weekly check. Awards usually limited to 1,500 because many people need it. If can't find a job within a month, the award may be taken back. But can be added back if you find a job. Food service and the library hire a lot of students. Can also approach other departments and ask if they are hiring. Also a community service work-study program with places like Boys and Girls club and America Reads. So, on campus and off-campus jobs.

Jonie: Appreciates the time to meet.

Sharon: Glad could do it.

Jonie: Thanks.

Sharon. Bless you and have a good day. Take care. Nice to meet you. Be sure I'll be meeting you again.

Meet Our Actors--Outlines/Transcripts

Click on the pictures to activate the movies. You can use the toolbar at the top to enlarge the movies, so you can see them clearly and still be able to read the outlines or transcripts.



--Name is Jonie Langdon-Larson
--Shows name sign
--In real life, graduate student at University of Minnesota--St. Paul
--Working on Social Work degree
--Graduates in May
--Really a mom, though not Ketsi's mom
--Has 4 children, three of whom are Deaf

--Name is Ketsi Carslon
--Shows name sign
--Senior this year
--Attends MSAD (Minn State Academy for the Deaf) in Faribault

My name is Sharon Witherspoon. I work at the UMD Financial Aid office. I've been employed here for about 11 1/2 to 12 years. I work-- I see students. I work in an area called the Student Assistance Center. It's like a one-stop shop area and any need that the student have, we try to assist them. And, even if it's not about financial aid, we try to steer them in the right direction.

I'm Nancy Diener and I coordinate support services for Deaf, hard of hearing and DeafBlind students at UMD. My name sign is (shows sign). And, I would like to tell you that I actually can sign, and if Ketsi came into my office on regular day, I wouldn't have to have an interpreter. I could actually communicate with her one on one, but then you wouldn't have anything to practice with, would you? So, that's why we set this up and hope you have some good practice time here.

Hi, my name is Doug Bowen-Bailey and I work as a sign language interpreter and an interpreter educator and mentor, and I've also, um, turned into a computer geek. So, I'm the one who is kind of producing this CD-ROM. And hope that you enjoy it. I live here in Duluth, Minnesota, with my partner, Holly, and my two kids, Sylvie and Frost

Return to Meet our Actors

Click here to go on to "At the Access Center'"

In Transition

Credits for this Project

Here are all the folks who helped to bring this project into being. Gratitude goes out to all who helped make this a success.

Actors for Scenarios:

Doug Bowen-Bailey
Ketsi Carlson
Nancy Diener
Jonie Langdon-Larson
Sharon Witherspoon

Interpreters for Scenarios:

Doug Bowen-Bailey
Nancy Diener

Filming/Computer Design/Production:

Doug Bowen-Bailey

The staff of the RSA Region V Interpreter Training Project:

Administrator:

Laurie Swabey

Project Managers:

Paula Gajewski
Richard Laurion

Administrative Assistant:

Darla Barrows

Special thanks to the Access Center of the University of Minnesota--Duluth for providing space for the filming of this project.

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