To Those Interested in an **Educational Interpreting** Career:

Here is a packet of information outlining the Sign Language Interpreting in Education Program at Northcentral Technical College in Wausau, Wisconsin. In it you will find:

- Preface/ADA Statement/Core Ability Statement
- What is Interpreting? Definition of an educational interpreter for the deaf and hard of hearing
- Brief history of interpreting
- Educational interpreter licensure information
- Program description
- Program framework
- Program fact sheet detailing desirable qualities and courses required/recommended
- Course description explanation
- Recommended things to do before entering program
- Employment possibilities/Job opportunities
- Prospective student admissions checklist
- Admission process
- Admission testing requirements
- NTC contact persons
- Student club information

Use this information to help you make your career decision. Faculty and staff members would be happy to discuss the program with you. Telephone numbers are listed in the back of the booklet.

Good luck to you!
PREFACE

This packet is designed to give you an overview of the profession of educational interpreting for the deaf and hard of hearing and to provide you with information on the Sign Language Interpreting in Education Program at Northcentral Technical College in Wausau, Wisconsin.

ADA STATEMENT

If you have a documented disability and believe that you could benefit from academic accommodations, please visit the Student Success Center or call (715) 675-3331 x1195. For more information please visit our website http://www.ntc.edu/students/studentservicesdisability.htm

CORE ABILITY STATEMENT

Your teachers have worked with representatives from business and industry to identify skills that are essential to your success in obtaining and keeping a job. You will work toward obtaining and improving these skills in all your courses. By helping you develop the core abilities and holding you responsible for their application, your teachers will help you increase the likelihood of career success.

Core abilities give you an added value in the labor market because employers prefer to hire and promote individuals who:

- Work productively
- Develop global awareness
- Communicate effectively
- Work cooperatively
- Act responsibly
- Think critically and creatively
- Demonstrate integrity
## So, you want to become an Educational Interpreter?

### Communication Link

An educational interpreter for the deaf acts as a "communication link" most often between teachers and deaf/hard-of-hearing students.

### Spoken/Visual

Just as a spoken language interpreter changes spoken Russian to English and vice versa, an educational interpreter changes English to American Sign Language or vice versa. The foreign language interpreter is working with two SPOKEN languages. An educational interpreter is working with one SPOKEN language (English) and one VISUAL language (ASL).

### Skill

Interpreting for deaf/hard-of-hearing students in educational settings can be a challenging and rewarding profession. It requires skill and knowledge of two separate languages; and it constantly requires quick, judicious decision-making abilities.

### Signer/Interpreter

An educational interpreter for the deaf is a person who is skilled in many aspects of sign language. A **signer** has the basic sign language skills to express his/her OWN thoughts; an **interpreter**, on the other hand, uses basic and advanced language plus interpreting skills to convey the thoughts of OTHER people.
WHAT IS INTERPRETING?

A **communication event** may be described as the expression of a message by one person (the sender) to another person (the receiver).

The term **interpreting** is used to refer to the act a person performs when conveying a sender's message to a receiver. This "act" may involve: (a) a change in the mode of communication used by the sender; (b) a change in the language used by the sender; or (c) a change in both the mode of communication and language.

An **interpreter**, therefore, may be defined as a person who facilitates the conveying of messages from one person to another. It is important that the role of the interpreter as a **facilitator** of communication be maintained. An interpreter should not become the initiator or focus of the communication but, rather, should convey the messages (including the attitudes) of communicators as faithfully as possible.
HISTORY OF INTERPRETING

Interpreting for persons with hearing losses has been occurring since the language of signs was formally initiated into the educational system in the United States at the American Asylum for the Deaf (American School for the Deaf) in Hartford, Connecticut, in 1815. At that time, there was no formal recognition of these interpreting services. The interpreting that was taking place was simply referred to as "signing." During the 1800s and early 1900s, the majority of "signing or interpreting" that took place was done by members of deaf/hard-of-hearing persons' families, teachers in schools for deaf/hard-of-hearing persons, and by church members who interpreted or "signed" religious services for these individuals.

During these early years "signers" or "helpers," as they became known, were very paternalistic to the deaf/hard-of-hearing individuals for whom they interpreted. This paternalism was a result of the close family ties between the "signers/helpers" and the persons for whom they provided interpreting services. It was also a reflection of the societal attitudes at the time that deaf and hard-of-hearing persons could not conduct personal business or take care of their own social and business needs without assistance.

In the 1950s and early 1960s, an increased number of individuals began to request the services of interpreters. Attitudes of professional workers began to change as some deaf and hard-of-hearing individuals were promoted to better jobs. Vocational rehabilitation services were made available to individuals during this time. "Deaf" individuals began to organize into state associations in order to be able to promote their own cause.

A workshop for communication "helpers" was held in Muncie, Indiana, at Ball State Teachers College June 14-17, 1964. The Rehabilitation Services Administration financially supported this meeting. Mary Elizabeth Switzer, commissioner of the Rehabilitation Services Administration at the time, is credited with acknowledging the now well-proven impact of professional interpreting on the economic, social, and emotional welfare of deaf and hard-of-hearing persons.

During this workshop, Dr. Edgar L. Lowell and Dr. Ralph Hoag suggested the establishment of a national registry of interpreters. The group agreed and an organization named the National Registry of Professional Interpreters and Translators for the Deaf was founded. At this first workshop, the organizational framework was accomplished.

The National Testing System has been an important part of RID since 1970, when RID began preliminary testing of sign language interpreters. Full implementation of the national certification system began in 1972. Under this program, both full and partial certificates were offered. The full certificates offered were the Comprehensive Skills Certificate (CSC) for hearing interpreters and, the Relay Skills Certificate (RSC) that was awarded to interpreters/transliterators who are deaf or hard of hearing. Partial certificates were also offered for expertise in several segments of the interpretation/transliteration arena. Specialty certificates were developed during 1975-1978, to include the legal (SC:L), and performing arts (SC:PA) certificates. The certification in oral interpretation (OIC: C, etc.) was offered between 1979-1983.
In 1983, a nationally recognized panel of professional interpreters/transliterator was formed under the name of the National Evaluation System Study Committee (NESSC). It was charged with the task of making recommendations related to the development and implementation of a national, standardized, valid, and reliable test for the certification of sign language interpreters. The findings and recommendations of this committee were approved by the RID membership and became the foundation for the testing system.

The RID National Testing System (NTS), implemented in 1987, had two components to each test offered: a written and a performance test. This testing system strived to maintain strict adherence to nationally recognized, testing industry standards of validity, reliability, equity and legal defensibility. As a result, an independent psychometrician (test development expert) was retained by RID to oversee all test development and revision processes.

To further improve the evaluation system, RID and the National Association of the Deaf (NAD) began a collaborative venture in 2003. As a result, there was the NAD-RID National Interpreter certification system which encompasses a written test, performance evaluation and code of professional conduct. NAD and RID formed the National Council on Interpreting (NCI) to, among other things, develop a National Interpreter Certification (NIC) test. This new test replaced the RID generalist test (CI and CT). The NIC interview and performance tests became available in 2005.

EDUCATIONAL INTERPRETER LICENSE

The Wisconsin Department of Public Instruction (DPI) has been a pioneer in the licensing of educational interpreters. The late 1980s and early 1990s saw Task Force meetings, public hearings and approval. Effective July 1, 1992, a person hired as an educational interpreter as part of a child’s special education program must hold an Educational Interpreter – Deaf and Hard of Hearing – 884, PK – 12 license.

The license was updated in 1994 to include mentorship. Educational interpreters can now use the mentoring of student interpreters towards license renewal.

The Educational Interpreter Proficiency Assessment (EIPA) was instituted in Wisconsin in 1996. This instrument provides interpreters with feedback on their interpreting skills in the classroom. Passing the EIPA with a minimum of 3.0 has become a requirement of license renewal. Taking the EIPA counts toward one of the six credits required every 5 years by K-12 interpreters.

EDUCATION/CURRICULUM

The Sign Language Interpreting in Education Program curriculum is designed to satisfy all the requirements for the Wisconsin Educational Interpreter License #884.

In addition to the Sign Language Interpreting in Education Program, NTC offers three related certificates, Sign Language Certificate, Deaf Studies Certificate and an Advanced Certificate. The Advanced Certificate is offered for graduates who need to renew their license and for those interested in professional development.

Our interpreting lab classroom was designed and is maintained by Program faculty and staff. Over the years audio and videotapes have been purchased, made and collected by the Sign Language Interpreting in Education Program. Students are able to choose from a library of over 2,000 tapes for practice. Class audio selections are also available on MP3 files and video selections are available through the internet video library page.

The Sign Language Interpreting in Education Program continues to search for ways to incorporate technology into the program.
FACULTY EXPERIENCE

Sign Language Interpreting in Education Program faculty and staff have many years of experience in interpreting and teaching educational interpreting. Credentials held by faculty and staff include, RID certification, Educational Interpreter Performance Assessment (EIPA) competency, and American Sign Language Teacher Association (ASLTA) certification.

Since 1975, the NTC has been the source of educational interpreting in Wisconsin. The Sign Language Interpreting in Education Program has developed working relationships with the Deaf community, practicum sites state wide, employers of educational interpreters and other agencies serving the deaf.

Careful collaboration with these individuals, agencies and school districts has enriched the students’ experience while in the program.

PROGRAM EXCELLENCE

Sign Language Interpreting in Education Program faculty and staff regularly attend Registry of Interpreters for the Deaf and Conference of Interpreter Trainers’ workshops and national conventions to collect information, learn new techniques and keep current with the latest research on interpreter education.

Faculty are nationally certified by the Registry of Interpreters for the Deaf and maintain their certifications by attending professional workshops and courses.

Two nearby Deaf clubs, a local Deaf community and local deaf education programs K-12 and post-secondary provide the much needed Deaf contact in order for program students to learn their language and culture.
PROGRAM DESCRIPTION

Two-Year Degree

The Sign Language Interpreting in Education Program located at Northcentral Technical College (NTC) in Wausau, Wisconsin, is a two-year Associate of Applied Science degree program. It has been in existence since 1975 and is one of several interpreter-training programs in the United States specializing in educational interpreting for the deaf.

Lab Classroom

The Sign Language Interpreting in Education Program provides a specially-designed, interpreting skills lab equipped with video cameras, computer, DVD/VCR players, TV monitors, wireless headsets, and an extensive audio/video library.

Practicum

The second and third semester provide the learner with opportunities at three education levels (elementary, middle school, and high school) and include observation of classes, practice interpreting, assisting with sign language classes and field trips.

Practicum

Nine (9) weeks of the last semester involve an Internship located away from the Wausau area. The learner is placed full time in an educational setting, begins by observing and ends by assuming all responsibilities of the educational interpreter. Skill development is achieved by working closely with mentors. Practicum placements require relocating.

RID Approved Sponsor

The Sign Language Interpreting in Education Program is an Approved Sponsor the National Registry of Interpreters for the Deaf (RID) Certification Maintenance Program. The Certification Maintenance Program is RID’s professional development program requiring all certified sign language interpreters to earn Continuing Education Units. As an Approved Sponsor, we are authorized to provide and endorse such continuing education activities.
SIGN LANGUAGE INTERPRETING IN EDUCATION PROGRAM
FRAMEWORK

The Sign Language Interpreting in Education Program course work is essentially divided into the areas of skills development, knowledge, and observation/practicum experiences.

Skills courses are usually conducted in a lab classroom equipped with cameras, videocassette recorders, television monitors, audio tape decks, and wireless headsets. Students rehearse taped selections under the instruction of the faculty.

Knowledge courses are usually held in traditional classrooms. The faculty lecture on content, and students have the opportunity to discuss and ask questions.

Practicum courses are mostly completed off campus. Students observe, tutor, take notes, and practice interpreting under the guidance of experienced educational interpreters. Students will need to have some form of transportation in order to meet this requirement.

<table>
<thead>
<tr>
<th>Skill Development</th>
<th>Knowledge</th>
<th>Observation/Practicum/Internship</th>
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<tbody>
<tr>
<td>Vocabulary</td>
<td>Interpreting in the Educational Setting</td>
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<tr>
<td>Enhancement</td>
<td>Aspects of Hearing Loss</td>
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<tr>
<td>Introduction to</td>
<td>Oral Interpreting</td>
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<td>the Interpreting</td>
<td>Professional Practices 1 &amp; 2</td>
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<td>Process (Interpreting 1)</td>
<td>Oral/Interpersonal Communication</td>
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<tr>
<td>Interpreting 2</td>
<td>Introduction to Sociology</td>
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<tr>
<td>Transliteratoring 1</td>
<td>Introduction to Psychology</td>
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<tr>
<td>Transliteratoring 2</td>
<td>Written Communications</td>
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<tr>
<td>Interpretation /</td>
<td>Exceptional Person</td>
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<tr>
<td>Transliteratoring</td>
<td>Intermediate Algebra w/ Applications</td>
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<tr>
<td>ASL 1, 2, 3</td>
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</table>

Language abilities, both English and American Sign Language, are heavily stressed in the Sign Language Interpreting in Education Program. Interpreters for the deaf/hard of hearing need to excel in the languages and the cultures associated with them in order to successfully perform their jobs.

Interpreters in an educational setting play a vital role by acting as the communication link between a deaf or hard-of-hearing student and their teachers. NTC’s Sign Language Interpreting in Education program will prepare students to understand deafness and work as part of a deaf-education team.

Graduates of this program are prepared to work in public and private school systems as educational interpreters, services providers and tutors. This program also meets Wisconsin Department of Public Instruction License #884 standards for educational interpreters.
Sign Language Interpreting in Education Program

*This program was formerly known as the Educational Interpreter Technician Program (EITP).

<table>
<thead>
<tr>
<th>2012-2013 Curriculum:</th>
<th>Credits</th>
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<tr>
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<tr>
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<tr>
<td>10-533-111</td>
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<td>10-533-122</td>
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<td>10-801-196</td>
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<td>or</td>
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<td>10-801-198</td>
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<td>10-809-198</td>
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<tr>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
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<td>10-809-196</td>
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<td><strong>FOURTH SEMESTER</strong></td>
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<td><strong>FIFTH SEMESTER</strong></td>
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<td>1.00</td>
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<tr>
<td>10-533-128</td>
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<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td>70 credits</td>
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</table>

** Requires prerequisite or corequisite course(s). Refer to Course Description for a listing of courses required.
WHAT DO THE NUMBERS MEAN?

SAMPLE
10-533-111 Interpreting in the Educational Setting 2
Credits 1

- The first two numbers, 10, indicate the course approval code by Wisconsin Technical College System.
- The next three numbers, 533, indicate the course is an educational interpreting course in the Service occupational area.
- The sixth number, 1, means it is an Associate Degree course.
- The last two numbers, 11, means this course is Interpreting in the Educational Setting.

Prerequisites and Corequisites:

Prerequisite – A course that must be successfully completed before taking the next course in the sequence

Corequisite – A course that must be taken at the same time as another course and be successfully completed before taking the next course in that sequence.

Check with an NTC program advisor for the most current course descriptions.
GRADES FOR SIGN LANGUAGE INTERPRETING COURSES

For all Program courses, the following grading policies will apply.

In order to successfully complete these classes, the student must achieve a minimum of a C (80%). Summative percentages are not rounded up.

Some observation/field experience courses have certain minimal hours requirements. Students automatically fail when these minimal hours requirements are not met. Skills courses have a minimum average percentage for all nonrehearsed (impromptu) evaluations. If this minimum is not met, students automatically fail.

The Sign Language Interpreting Program recognizes the following percentage system to determine grades:

<table>
<thead>
<tr>
<th>PERCENTAGES</th>
<th>GRADE</th>
<th>PERCENTAGES</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
<td>85 - 86</td>
<td>C+</td>
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<tr>
<td>94 - 95</td>
<td>A-</td>
<td>80 - 84</td>
<td>C</td>
</tr>
<tr>
<td>92 - 93</td>
<td>B+</td>
<td>75 - 79</td>
<td>D</td>
</tr>
<tr>
<td>89 - 91</td>
<td>B</td>
<td>74 or below</td>
<td>F</td>
</tr>
<tr>
<td>87 - 88</td>
<td>B-</td>
<td></td>
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</tbody>
</table>

In addition, to successfully complete the five skills courses (Interpreting 1, Interpreting 2, Transliterating 1, Transliterating 2, and Interpreting/Transliterating), students must achieve a minimum average score of 75 percent on all impromptu evaluations. This includes both midterm and final evaluation impromptu portions.

Further details can be found in the NTC catalog.

Written assignments must be handed in by the due date and time as determined by the instructor. Failure to do so may affect the final grade.

It is expected that spelling, punctuation, and grammar will be accurate. Deductions will be made for inaccuracies.

Performance in educational interpreting courses is evaluated at specified intervals to determine course grades.

Instructors determine the frequency and type of examinations for each course. If a student fails a test, additional assignments may be given to ensure mastery of content. These assignments will not result in extra points added to the original test score. Makeup work is at the discretion of the instructor.
Recommendations of Things You Can Do Before Entering the Sign Language Interpreting in Education Program

Applicants are strongly encouraged to pursue avenues that will help to ensure their success in the program. These include:

1. Association and communication with adult, deaf individuals whose native language is American Sign Language (ASL)

2. Completion of sign language course(s)

3. Completion of world language course(s), i.e., English, French, Spanish, German, Hmong, etc.

4. Completion of NTC 1-credit “Introduction to Interpreting for the Deaf” course that is offered online. This is an overview of the interpreting program. The course number is 10-533-141. Contact Student Services at 1-888-682-7144, extension 5861 or the Sign Language Interpreting in Education Program to find the dates of the next session.

5. Completion of as many general education courses as possible prior to formally starting the Sign Language Interpreting in Education Program major. This will allow more time for skill development, observation, practice interpreting, and practicum activities.

6. A high level of fluency in English vocabulary and grammar is necessary.

Expectations for outside studying time

The expectation in college is that students spend two hours studying for every hour spent in class. For a class that meets 2.5 hours a week that means five hours of study per week.

Students in the Sign Language Interpreting program spend eight hours a week in class and can expect to spend AT LEAST sixteen a week outside of class studying. But we all lead such hectic lives. Where can you find the time to study? It takes organizing and planning.
Student Apparel and Appearance

Deaf and hard-of-hearing students are relying on their vision to receive language and information. Therefore, the student interpreter should be sensitive to the impact of their appearance upon the deaf and hard of hearing students. In any interpreting situation, clothing, makeup, and other factors of personal hygiene are important to consider. When the student is relying on reduced vision, the interpreter must take special care to make the viewing task easy. Clothing that contrasts with skin color is, of course, appropriate. White or shiny fabric may cause a glare that makes viewing difficult, and this should be avoided. Professional appearance is essential. For evaluations, and all activities off campus, students are expected to dress like a professional sign language interpreter.

Appropriate Dress
- Solid colors that contrasts with skin color. Females should wear dresses, slacks, blouses, sweaters, shirts, and blazers. Professional male dress is trousers, suit jackets, sweaters and fitted shirts.
- Jewelry should be kept at a minimum. Jewelry, such as necklaces, bracelets, earrings, and rings, can interfere with and reduce visual reception by causing glare or distraction.
- No visible tattoos or facial piercings
- Nonprofessional attire such as blue jeans, mini-skirts, shorts, etc. is unacceptable

Personal Hygiene
- Personal hygiene
- Regular bathing, use of deodorants, and oral hygiene are expected
- Fingernails should be trimmed, clean and non-painted
- Hair is clean, neat and controlled. (Uncontrolled hair can be bothersome to Deaf/hard of hearing individuals)
- Beards and mustaches should be clean and trimmed
- Makeup and hair colors should be subtle / natural for ease of viewing by Deaf/hard of hearing individuals

Miscellaneous
- Smoking-- Student need to comply with the smoking policy of the observation/field experience site
- Refrain from gum chewing while interpreting

Background Check

Program students will be required to submit a yearly Wisconsin Criminal History Single Name Records Request. A copy of this record will cost approximately $20.00. Due to Department of Public Instruction requirements, placement in school settings for observation and for internship purposes may be affected if a criminal background exists.
JOB OPPORTUNITIES

After completing the Sign Language Interpreting in Education Program, graduates are ready for job entry-level interpreting positions in educational settings.

**MOBILITY** is an important factor in obtaining employment. You must be willing to relocate to areas where deaf education programs exist or where deaf students are located.

Most Sign Language Interpreting in Education Program graduates are working in Wisconsin and Minnesota. We also have graduates working in most states throughout America. The recent Graduate Placement Brochure is available through NTC’s Student Services.

**Possible employment for program graduates: Entry-level positions:**

Educational Interpreter
Interpreter
Interpreter/Tutor

**Possible employment with additional work experience and education:**

<table>
<thead>
<tr>
<th>Sign Language Instructor</th>
<th>Legal Interpreter</th>
<th>Supervising Interpreter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Interpreter</td>
<td>Artistic Interpreter</td>
<td>Interpreter Trainer</td>
</tr>
<tr>
<td>Television Interpreter</td>
<td>Medical Interpreter</td>
<td>Interpreter Referral</td>
</tr>
<tr>
<td>Mental Health Interpreter</td>
<td>Free-Lance Interpreter</td>
<td>Specialist</td>
</tr>
<tr>
<td>Deaf/Hard-of-Hearing Services</td>
<td>AODA (Alcohol &amp; Other Drug) Interpreter</td>
<td>Video-relay Interpreter</td>
</tr>
<tr>
<td>Coordinator/Specialist</td>
<td></td>
<td>Video Interpreter</td>
</tr>
</tbody>
</table>

**Possible employment with less than program completion:**

Tutor
Notetaker
Teacher's Aide
Child Care Counselor

Camp Counselor
Sheltered Workshop
Public Relations/Deaf
Awareness
Admissions Process
Sign Language Interpreting in Education

How to Apply

1. **Application for Admission.** The application may be obtained by calling NTC at 1.888.NTC.7144 or online at [www.ntc.edu/admissions](http://www.ntc.edu/admissions).

2. **$30.00 nonrefundable application fee.** Attach your check or money order for $30 to the completed application. Do not send cash.

3. **College transcripts.** Contact all colleges and/or universities previously attended and ask to have your official transcripts mailed directly to the NTC Admissions Office. This may require a fee.

4. **Background Information Disclosure Form (BID).** The form can be obtained at: [http://dhs.wisconsin.gov/forms/F8/F82064.pdf](http://dhs.wisconsin.gov/forms/F8/F82064.pdf).

**Note:** High school transcripts are not required for acceptance to this program, but may be used to show proof of prerequisite program or class requirements. High school transcripts may also contain ACT or Accuplacer scores taken while still in high school (may meet testing requirements if taken within the last 5 years).

5. **Admissions Testing**

Accuplacer testing is offered at all of NTC’s campus locations. Please contact the testing center for current hours: 715-803-1748. There is a $20 fee for Accuplacer testing.

Applicants with associate or bachelor’s degrees will not be required to complete Accuplacer testing. Additionally the following courses (successfully completed with grades of C or better) may be used in lieu of specific tests areas. Transcripts will confirm degrees received and/or classes completed.

<table>
<thead>
<tr>
<th>Test Subject Area</th>
<th>Accuplacer</th>
<th>ACT</th>
<th>College Classes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic (or Math):</td>
<td>47</td>
<td>18</td>
<td>Intro to College Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College Tech Math</td>
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<td></td>
<td></td>
<td></td>
<td>MATH100/104/110 College Alg</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MATH105 Intro to College Alg</td>
</tr>
<tr>
<td>Algebra</td>
<td>40</td>
<td></td>
<td>Intermediate Algebra with Apps</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MATH 105 Intro to College Alg</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MATH 110 College Alg</td>
</tr>
<tr>
<td>Reading:</td>
<td>83</td>
<td>18</td>
<td>Oral/Interp. Comm. or Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COM101 Fund. of Oral Comm.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>COM103 Intro to Public Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COM111 Fund. of Speech Comm.</td>
</tr>
<tr>
<td>Sentence Skills (or English):</td>
<td>89</td>
<td>18</td>
<td>Written Comm. or Tech Reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENG101 Freshman English</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ENG102 Freshman English</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ENG110 Intro to College Writing</td>
</tr>
</tbody>
</table>
*If you feel you have completed a course to meet these requirements (which is not listed above), please contact a member of the NTC Admissions Team to have it evaluated.

6. **If applicable, complete remediation.** Students not meeting these minimum Accuplacer/ACT asset entry requirements will be required to do remedial work to improve their skills prior to being admitted to the program. Free remedial courses are available through the Learning Center at NTC.

**Additional Program Requirements**
If you have an outstanding balance at NTC you are required to pay it in full prior to submitting an application. All application materials will be returned to you if the outstanding balance is not paid in full at the time of application.

Prior to the second semester, students will be required to submit a Wisconsin Criminal History Single Name Records Request. A copy of this record will cost approximately $20.50. Due to Department of Public Instruction requirements, placement in school settings for observation and for internship purposes may be affected if a criminal background exists.

*If information indicates you have been convicted of a crime or have charges pending, you must speak with program faculty.

**Admission and Notification Priority**
Currently, twenty-two students are admitted every other fall semester (even numbered years). Applicants who meet the admission requirements will be admitted or placed on a wait list (if applicable) in order of completed application dates. A completed application consists of the following: application, application fee, transcripts, BID form, and acceptable assessment scores or completion of remedial courses. Ties will be broken by test date.

Accepted students will be given the option to defer their start date two consecutive times without losing their wait list order (if applicable). Should a candidate accept an admittance date and then withdraw less than one month before the semester begins, the candidate will lose his or her place on the wait list and will need to reapply.

**Scheduling Classes**
Concerns about schedules and registering for classes should be directed to an Advising Specialist.

**Financial Aid**
Financial aid is available for eligible students who are accepted into a program.
Your "Folks to Know" List
Contact if you have questions

Northcentral Technical College ....................... 715/675-3331
Toll free ..................................................... 1-888-NTC-7144

NTC Bookstore ............................................ Ext. 1154
Admissions questions .................................... Ext. 5860
Advising ....................................................... Ext. 1850
Transfer credit, program questions

Enrollment Advisor ........................................ Ext. 1003
Financial Aid questions .................................. Ext. 5862
Job placement ................................................. Ext. 4767
Registration ................................................ El. 5861

Bryce Kolpack, Dean .................. ................. Ext. 1708
Interim Dean

Beth Kind (bkind@ntc.edu) ......................... Ext. 1082
Sign Language Interpreting in Education Program Instructor

Tamara Boornazian (boornaz@ntc.edu) ........... Ext. 1076
Sign Language Interpreting in Education Program Instructional Services Assistant
Students enrolled in the Sign Language Interpreting in Education program are encouraged to become active club members. Membership is not limited to students who are enrolled in the Sign Language program. Membership is open to any student who would like to be part of this club.

Officers consist of a President, Vice President, Secretary, Treasurer, and Student Governing Board Representative. A staff member serves as the club advisor. Meetings are held twice a month.

The club hosts events where students and members of the Deaf community can meet and interact in a mutually beneficial environment.

The I-Sign Club organizes events throughout the year to provide opportunities for students who share an interest in improving their American Sign Language (ASL) skills or those who want to learn more about ASL and Deaf Culture.

During the month of December the club will host the “Annual Christmas Party” for the Deaf and Hard-of-Hearing Students from local and surrounding school districts. It is the highlight of the year. During the party the students are treated to a special guest…… Deaf Santa. He is the hit of the party.

For more information you mail send an email to: ntcsignclub@ntc.edu