

## CDDS 175 Internship in Interpreting – Fall 2015

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**Catalog Description:** Interpreting under supervision in professional settings, such as: artistic, educational, health, medical, mental, health, rehabilitation, and social services settings.

**General Information:** This course meets the degree requirements for the interpreting program. It is part of the 41-unit curriculum leading to a degree in Interpreting. The culmination of the Interpreting option is the required 150-hour internship. Listed below, specific requirements of CDDS 175 are outlined. Prior to beginning internship hours, all students submit a copy of their negative TB test to the department office before you can begin. You may also be required to be fingerprinted at the internship placement site. Copies must be submitted to the department office. All internship hours at approved sites with memorandums of understanding (MOU) will count as one-hour minimum and be measured in fifteen-minute increments thereafter. Internship hours and liability insurance is not applicable for assignments that do not have an MOU with the CDDS department. No more than 80 hours can be in one setting (i.e. educational, medical, community, etc). When you are interpreting in your placement site it is expected that your mentor will supervise you. There maybe exceptions to this depending on the setting, your skill level, and if you are a first or second semester intern. Your university supervisor must approve all exceptions. **All forms MUST be typed with the exception of interpreting mentor forms.**

|                                      |              |
|--------------------------------------|--------------|
| <b><u>University Supervisor:</u></b> | Name         |
| <b><u>Phone:</u></b>                 | xxx-xxx-xxxx |
| <b><u>E-mail:</u></b>                | E-mail       |
| <b><u>Office Location:</u></b>       | Location     |
| <b><u>Office Hours:</u></b>          | Availability |

**Purpose of Course:** This course provides students with an extensive practical experience in real-world setting with the opportunity for professional supervision. You will have scheduled meetings with your university supervisor. You will be placed in an interpreting setting and work with an interpreting mentor, site supervisor, and a university supervisor. As a source of extensive, supervised practical experience, your internship placement(s) will be an essential component of the interpreter education program. The internship is ordinarily undertaken in the final two semesters of your program of study.

**Course Goals:** The internship will provide a valuable capstone experience in various professional settings related to the student's professional goals. The course goals include:

1. Provide students an awareness of the personal characteristics necessary to work as a sign language interpreter.
2. Provide students an opportunity to be challenged with real world ethical dilemmas.
3. Promote a critical awareness of the complex interactions that contribute to a successful sign language interpreting situation.

**Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from your internship, it is your responsibility to check on announcements made while you were absent.

Any questions or concerns should be discussed with your university supervisor.

**Course Objectives (Student Learning Outcomes):** At the end of this internship, the students will be able to:

1. Use knowledge of their personal characteristics that promote competent interpreting.
  1. Identify personality traits such as responsibility, dependability, professionalism, and appearance
  2. Demonstrate an ability to work well with peers and consumers, take initiative, working with a mentor in a teaming situation, and accept constructive feedback
2. Describe, analyze, and evaluate ethical dilemmas.
  1. Identify ethical conflicts and issues and apply appropriate resolutions
  2. Discuss how the professional code of conduct relates to decision making
  3. Analyze and evaluate the role of interpreters in ethical dilemmas
3. Demonstrate knowledge and comprehension of the critical linguistic features needed to interpret.
  1. Analyze overall production and fluency of signs
  2. Demonstrate a functional level of grammatical structure, non-manual markers, classifiers, fingerspelling, use of space, and affect
  3. Evaluate the language needs of consumers and provide interpretation based on their language need

**Course Materials:** Prior to beginning internship hours, all students must do the following:

- Communicate with your university supervisor
- Have a one-inch document (binder to organize your internship documents)
- Place a negative TB test in your document binder
- Comply with any policies and / or procedures of the internship site, organization, and/or agency (may include fingerprinting)
- Be a member of the Registry of Interpreters for the Deaf (RID)

**Grading Policy:** This is a Credit/No Credit course. To earn credit, students must successfully complete their **12-week Internship (see dates on tentative schedule)** placement and the required forms. **Students must also pass comprehensive exams (see dates on tentative schedule). Oral exams for individuals who do not pass comprehensive exams outright will be held for invited students (see dates on tentative schedule)** A minimum of 90 hours must be completed during the semester and 15 of those hours must be professional development related (RID or CCRID conferences and/or workshops).

**Policy on Interns Accepting Paid Work:** RID has clear guidelines in the Code of Professional Conduct about the ethics of interpreters accepting paid assignments that they may not be qualified to take (i.e. tenets 2.0, 3.0, 4.0, 5.0, 6.0). Student interns will not be allowed to have a paid internship unless they are certified with a NIC and/or EIPA 4.0 or higher. *Fresno State students, either in the internship and/or in the Deaf Studies program, may accept paid interpreting work only after they contact the Interpreting Coordinator (i.e. Dr. Peter Crume) and can verify that they have been properly assessed by a certified interpreter and are being placed in work that is appropriate for their skill level.* Interns who have been identified as accepting paid work without informing the Interpreter Coordinator may be subject to disciplinary action, which could range from a polite reminder to re-read the RID Code of Professional Conduct or something more severe as a No Credit grade for the internship and/or removal from the program.

**Removal from Internship:** Interns are expected to maintain a professional behavior during their placement. When you engage in the community as an interpreting intern, you represent Fresno State and the Interpreting program and we expect that you will act professionally at all times. This includes, but is not limited to, dressing professionally and following the dress code requirements of your placement site (e.g. no jeans, no facial piercings), being attentive, being open to constructive feedback, following through on agreed upon assignments and requests made by your mentor and site supervisor, and being respectful and positive about the work being done at your placement site, and accepting paid interpreting assignments without informing the Interpreter Coordinator. You are expected to accurately interpret the message to the best of your ability and to treat others as you would like to be treated if the roles were reversed.

They may be occasions when interns are not successfully completing internship requirements because of professional or personal reasons. In such an event, the steps below will be followed:

1. A joint conference will be held from the time a deficiency is noted by the interpreting mentor, site supervisor, and/or university supervisor. The conference will be at the convenience of the interpreting mentor.
2. The university supervisor or will prepare a written summary of this meeting. This report will state areas of needed improvement and recommendations for remediation. The student intern and university supervisor will sign and date the report. Copies of all evaluations and progress logs are attached to the report. Copies will be given to all concerned parties.
3. The interpreting mentor will document the student intern progress. The university supervisor will conduct a formal observation and evaluation. A conference may be conducted to review progress. *(In rare occasions, the site supervisor may exercise the right to remove the intern before the university supervisor proceeds with an observation and evaluation if the intern's conduct and behavior is considered extremely detrimental and disrespectful to the deaf and hearing consumers, mentors, and/or site supervisor of the placement site.)*
4. If satisfactory improvement is not demonstrated by the student intern, a second conference will be conducted with the interpreting mentor, interpreting intern, and university supervisor.

The university supervisor will prepare a written summary of this meeting. This summary, with evaluations, will include a notation that the interpreting intern is being placed on probationary status. Areas of needed improvement and recommendations for remediation will be noted. A specified date for review will be noted and the interpreting intern must adhere to this time-line or be removed from the placement and assigned a grade of No Credit (NC). The interpreting intern and university supervisor will sign and date this report and copies will be given to all concerned parties.

5. A third conference will then be held with all concerned parties within three days of the deadline date specified in the second conference, again, followed by a written summary with recommendations and signatures of all parties involved. If satisfactory improvement is not demonstrated by the interpreting intern, the student intern will be removed from this placement and receive a No Credit (NC) grade.
6. The final responsibility for the assignment of a grade lies with the university supervisor.
7. This process will not extend beyond the term of the CSU Fresno semester of enrollment.
8. If the interpreting intern believes that the NC grade was unfairly assigned, further information can be found through the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 121.

**Course Requirements:** Completion of the required 90-hour internship. While working any assignment, interpreters shall conduct themselves in a manner consistent with the [\*Code of Professional Conduct of the Registry of Interpreters for the Deaf\*](#).

**Responsibilities of the Interpreting Intern:** During the 12-week internship placement from (see dates on tentative schedule) students are required to complete the following forms:

- Internship plan (due week 1)
- Self-evaluation (due week 5 and week 11)

During each week of the 12-week internship placement, students are required to complete the following forms and email a copy to their university supervisor each **Sunday at 11:59pm:**

- Weekly activity log
- Reflective summary due every two weeks
- Weekly observation form

During the holidays (see dates on tentative schedule) students may or may not be required to attend, however, no forms will be required that week. Student interns are also required to include in their professional portfolio a resume, letters of recommendation, certifications and / or certificates of any kind, business cards, and a copy of the letter of appreciation you provide to your interpreting mentor and/or site supervisor. Your document binder will be due to the department office and will be reviewed by your university supervisor (see dates on tentative schedule). In addition you must:

- Behave in a professional manner (respecting deaf and hearing consumers, interpreting mentor, site supervisor, other individuals in the setting, dressing professionally, and maintaining confidentiality).
- Communicate effectively with the consumers and interpreting mentor.
- Self-evaluate the success of each interpreting situation.
- Discuss feedback from your interpreting mentors evaluations with the interpreting mentor weekly.
- Discuss thoroughly the mid-placement evaluation with the interpreting mentor.
- Arrange three sessions for observation by university supervisor, with a date provided by your university supervisor (week 2, 6, and 12). You must arrange a 20 minute meeting immediately following the observation between your interpreting mentor and university supervisor, and arrange immediately after that time a meeting time between your interpreting mentor and the university supervisor.
- If you are placed in an K-12 educational setting, request from your interpreting mentor or site supervisor an opportunity to observe an IEP meeting.
- Maintain ongoing contact with the University Supervisor and inform him or her of any conflicts that may arise.
- Maintain up-to-date health requirements (TB).
- Maintain an up-to date vocabulary / glossing list along with supplemental materials when appropriate.
- Any additional items you want to include in your portfolio (see required table of contents).

**Responsibilities of the Interpreting Mentor:** During the 12-week internship placement (see dates on tentative schedule) mentors and/or site supervisors are required to complete the following forms:

- Weekly observation sheet of student intern
- Evaluation of student intern (due week 5 and week 11)

During the holidays (see dates on tentative schedule) you may or may not require students to attend, however, no forms will be required that week. In addition, interpreting mentors or site supervisors are expected to:

- Orient the student to the environment and initiate his/her involvement with the deaf and hard of hearing participants during the first week.
- Inform the student intern of your expectations regarding interpreting, teaming, and acceptable intern behavior and the expectations of the internship placement site.
- Assign some specific interpreting responsibilities for the student intern to assume the first day of their second week of the internship. Follow the general time guidelines outlined below.
- Provide the student intern with ongoing feedback on their signing, interpreting, professionalism, and other aspects of interpreting. A one-page written feedback must be provided weekly (you may require the student intern to write down the feedback you give throughout the week and then sign the “Weekly Observation Sheet of Student Intern” form).

- Complete an “Evaluation of Student Intern” form during week 5 and 11. Discuss this with the student intern and the university supervisor.
- Inform the university supervisor of any conflicts or concerns that may arise, immediately.
- An important reminder: At no time may you ask a student intern to assume responsibilities outside of his/her own normal assigned duties as a intern. This includes having the student intern do personal errands for you, clerical duties usually reserved for classroom aides, or performing the assigned duties of another paid interpreter.

**Responsibilities of the University Supervisor:** During the 12-week internship placement (see dates on tentative schedule), mentors and/or site supervisors are required to complete the following forms:

- Initial Observation (due week 2)
- Student Intern Evaluation (due week 6 and week 12)

The university interpreter coordinator will be responsible for arranging a suitable student internship placement. University supervisors are expected to:

- Explain the student internship expectations to the student.
- Observe the student intern interpreting three times and provide feedback in person (week 2, 6, and 12).
- Read and review the student intern weekly activity log, weekly reflective journal, weekly observation, weekly self-evaluation, and student intern evaluation (week 5 and 11).
- Read and review the interpreting mentor weekly observations and student intern evaluations.
- Meet with the student intern and interpreting mentor after her/his observation(s), to discuss progress.
- If the student intern is not meeting the course requirements, explain what he or she needs to do to improve.
- Review the student internship portfolio when student submits it after this placement.
- Provide support for the student intern and interpreting mentor.

**General Time Guidelines:** All materials must be placed in the professional portfolio.

### **Week 1:**

- Orientation and observation to get acquainted with the interpreting environment and routine. Student intern will develop an internship plan (interpreting goals, internship objectives, target vocabulary areas, time-line for the entire 12 weeks). Plan must be submitted to interpreting mentor, site supervisor, and university supervisor. The internship plan is due on Sunday at 11:59pm.
- The student intern must complete a minimum of one observation form, one self-evaluation form, and one weekly reflection form per week. All forms will be kept in a professional portfolio and be made available at any time to interpreting mentor(s), site supervisor, and university supervisors. Student intern must scan and email or fax the completed student forms to their internship supervisor by each Saturday at noon.

### Week 2 - 5:

- By the end of the second week the university supervisor will complete an initial student observation, meet and discuss it with the student intern, and provide a written summary by week three.
- The student intern will gradually assume more interpreting responsibilities. The interpreting mentor and student intern will discuss progress and decide which assignment(s) and for what amount of time the intern will interpret (approximately **15% by the end of the third week and 25% by the end of the fifth week**).
- At the end of the fifth week the interpreting mentor will complete the student intern evaluation form and discuss it with the student intern. The student intern will complete the same form separately.
- Student intern must scan and email or fax the completed student intern evaluation forms to their internship supervisor by the end of the fifth week.

### Week 6 - 9:

- At the end of the sixth week the university supervisor will complete student intern evaluation form and meet and discuss it with the student intern and interpreting mentor.
- The student intern will continue to assume more interpreting responsibilities. The interpreting mentor and student intern will discuss progress and decide which assignment(s) and for what amount of time the intern will interpret (approximately **25% by the end of the sixth week and 35% by the end of the ninth week**).

### Week 9 - 12:

- The student intern will gradually assume more interpreting responsibilities. The interpreting mentor and student intern will discuss progress and decide which assignment(s) and for what amount of time the intern will interpret (approximately **35% by the end of the ninth week and 45% by the end of the twelfth week**).
- At the end of the eleventh week the interpreting mentor will complete the student intern evaluation form and discuss it with the student intern and university supervisor. The student intern will complete the same form separately.
- Student intern must scan and email or fax the completed student intern evaluation forms to their internship supervisor by the end of the eleventh week.
- By the end of the twelfth week the university supervisor will observe the student intern, review their professional portfolio, and complete a student intern evaluation form and meet and discuss it with the student intern and interpreting mentor.

If you are placed in an K-12 educational setting, request from your interpreting mentor or site supervisor an opportunity to observe an IEP meeting.

The university supervisor will visit three times during the twelve weeks to observe the student intern and discuss progress. The university supervisor is expected to visit interns during weeks 2, 6, and 11. Student interns will be responsible for setting up their university supervisor observation schedule. Student interns will be required to provide their internship portfolio at any time during the semester.

## Document Binder

You are required to keep a document binder that includes all of your required forms for this internship. Have your document binder with you at ALL assignments. Be sure to organize your document binder according to the required table of contents. You are required to document your internship hours using the Interpreting Practicum Log (minimum 75 hours) and Professional Development Log (minimum 15 hours). You are also required to include all required internship forms done by you, your interpreting mentor, and university supervisor.

At the end of the semester you must submit your document binder along with materials below to your university supervisor. Each item should be stapled together and placed in the exact order listed below. You do not need to put each document in a plastic sleeve.

- A. Spiral bound notebook with dates and times that includes feedback and comments between you and your mentor during each assignment of your internship
- B. Internship Plan and End of the Semester Reflection Paper
- C. Cumulative Time Log (documents all your hours in the internship)
- D. Self evaluations (week 5 and week 11)
- E. Mentor evaluations (week 5 and 11)
- F. University supervisor evaluations (week 2, week 6, and week 12)
- G. A copy of the letter of appreciation or thank you card that you provided to your interpreting mentor and site supervisor
- H. A web link to your e-portfolio link, which should be an updated version of the e-portfolio you completed in CDDS 166.

The CDDS department also needs to have the following documents kept electronically for its records. Please submit these documents on the date described in the course schedule.

- a. Internship plan and end of the semester reflection paper
- b. Cumulative time log
- c. Self evaluations week 5 and week 11
- d. Mentor evaluations week 5 and week 11
- e. University supervisor evaluations week 2, week 6, and week 12 (if needed)

## Other Requirements

**1. Plan your assignment schedule with your supervisors and communicate often with them.** Remember, you must have at least 90 internship hours. Discuss your specific interpreting needs regarding required hours with your interpreting mentor, site supervisor, and university supervisor.

**2. Stick to your pre-arranged schedule.** Whatever arrangement you have agreed to with your university supervisor and internship placement site, do not vary it because of classes, personal appointments, etc. without first discussing this with your site supervisor. Your internship is a professional assignment and should be treated as such.

**3. Attend regularly.** Do not plan vacations during this period. If you must be absent due to illness or personal emergency, notify your interpreting mentor, site supervisor, and university supervisor.

**4. Be on time.** You must arrive early for your assignments. Adhere to your daily schedule without prompting from your supervisor.

**5. Fulfill your assignment.** Your internship usually extends until the week before Finals Week or the last day of academic instruction. If you do not complete your assignment, or meet the required hours, you may earn a grade of Incomplete and be required to fulfill this expectation within one year before graduation will be allowed.

**6. Dress appropriately.** Follow the lead of your supervisors or standards in the interpreting profession. Many sites have specific dress codes (e.g. no jeans, no facial piercings).

**7. Proper notification.** Standard practice in the interpreting profession is to provide 24 – 48 hours notice if you are unable to attend your assignment. If applicable you must notify the deaf / hearing participants, interpreting mentor, and your university supervisor.

### **Required University Syllabus Policy Statements**

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”  
You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations.

However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work."

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's

policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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## **Policies for Observation Opportunities at Various Sites**

Please be considerate of the working interpreters, deaf consumers, and instructors when you would like to do an observation. We have many interns who require observation hours every week so we want to be courteous and respectful to others who are giving you the opportunity to observe.

### **Requirements for observing a class at Fresno State**

If you would like to observe in a class taught by a Deaf instructor here at Fresno State (i.e. Dr. Ogden, Professor Diaz, Dr. Delich in the social work department) that uses an interpreter you are required to contact the instructor ahead of time to get permission.

If you would like to observe a class attended by a deaf student (and not taught by a Deaf instructor), you are required to contact Michelle Montelongo, the interim lead interpreter Fresno State at 559-278-2811 or by email at [mgmontelongo@netscape.net](mailto:mgmontelongo@netscape.net) ahead of time to get permission. *Note: it is not permissible to follow a deaf person into the class even if he/she says it is okay without prior approval from Michelle.*

### **Requirements for observing at Fresno City College or other SCCCDC campuses in the area**

Please contact Christine D. Gough-Bise two weeks in advance of your requested date to observe. Her e-mail is [christine.gough-bise@fresnocitycollege.edu](mailto:christine.gough-bise@fresnocitycollege.edu). In your request, please indicate if you indicate you are either:

- A. Flexible - meaning that means that you can observe on any day between Monday-Friday at any time between 6:00am-11:00pm, or
- B. Limited - This means that you can only observe on certain days and time frames, so you will need to indicate the start and end time frames during M-F in which you can observe

All of the interpreters are qualified interpreters; however, not all of them hold certification. If you are requesting to observe an interpreter who is certified, please indicate that as well. You must indicate if you can observe on any campus or only certain campuses within the State Community Center College District (SCCCDC) such as Fresno City College; Reedley College; Willow International; Madera Center; Career & Technology Center

All of the observation opportunities at the SCCCDC campuses require interpreters require pre-approval from Christine and you receive assignment details from upon approval and confirmation. Once you have confirmed an observation, please arrive five minutes prior to the start of the assignment and introduce yourself to students, instructor, and team interpreters.

**Please remember: All information you observe is confidential.**

## **Maintaining professional courtesy in your observations**

For any event that you attend, we ask that you please do the following listed below.

1. Please introduce yourself to each interpreter assigned to the job making it clear that you are an intern and you are there for the purpose of observing, and do the same for the instructor.
2. During the observation opportunity we ask that you do not participate in the classroom discussion as a student and that you not "assist" the interpreters in doing their job; you are there simply to observe and do nothing else.
3. After the observation opportunity has concluded please allow yourself time to thank the interpreter(s) and the instructor for the experience.
4. Be prepared to provide comment on observations as well as questions for discussion to optimize your learning and professional development.

Adherence to the above will ensure that there will be a smooth and positive experience for all involved. Remember, that you may be colleagues with some of the individuals you observe in the near future, so please be considerate and professional and leave a positive impression that will represent you and our department at Fresno State well.

## Fall 2015 Course Schedule for Interpreting Internship

| Internship Week | Dates       | Event / What's Due  |
|-----------------|-------------|---|
| Orientation     | 8/28        | <b>Orientation Meeting:</b> Friday, 8/28, 11-12 at HML 2108 - Internship Orientation & Assignment Distribution  |
| 1               | 9/7-9/13    | Begin Internship, Tuesday 9/8<br><br><i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Internship Plan</li> <li>• Weekly activity Log</li> <li>• Observation Form</li> </ul>   |
| 2               | 9/14-9/20   | Evaluation due by end of week: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Supervisor Evaluation of Intern</li> </ul><br><i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>      |
| 3               | 9/21-9/27   | <i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> </ul>   |
| 4               | 9/28-10/4   | <i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>   |
| 5               | 10/5-10/11  | Evaluation due by end of week: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Intern self-evaluation</li> <li>• 1<sup>st</sup> Mentor evaluation</li> </ul><br><i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> </ul> |
| 6               | 10/12-10/18 | Evaluation due by end of week:<br>2 <sup>nd</sup> Supervisor Evaluation of Intern<br><br><i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>  |
| 7               | 10/19-10/25 | <i>Intern Assignments Due by End of Week:</i> <ul style="list-style-type: none"> <li>• Weekly Activity Log</li> <li>• Observation Form</li> </ul>   |
| 8               | 10/26-11/1  | Intern Assignments Due by End of Week: <ul style="list-style-type: none"> <li>• Weekly activity Log</li> </ul>  |

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|---------|-------------|--|
|         |             | <ul style="list-style-type: none"> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>   |
| 9       | 11/2-11/8   | <p>Comps Review: Tuesday, 11/2, 5-6pm, PHS 106<br/>Comps Exam: Friday, 11/6, 9-11am, CDDS Office</p> <p><u>Intern Assignments Due by End of Week:</u></p> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> </ul>  |
| 10      | 11/9-11/15  | <p>Comps Evaluation Due: Thursday, 11/12 by 5pm<br/>Comps Results Announced: Friday, by 5pm</p> <p><u>Intern Assignments Due by End of Week:</u></p> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>   |
| 11      | 11/16-11/22 | <p>Orals Exam: Friday, 11/20, 9-11am, ASL Lab</p> <p>Evaluation due by end of week:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Intern self-evaluation</li> <li>• 2<sup>nd</sup> Mentor evaluation</li> </ul> <p><u>Intern Assignments Due by End of Week:</u></p> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> </ul> |
| Break   | 11/23-11/29 | Thanksgiving week – no internship required   |
| 12      | 11/30-12/6  | <p>Last week of Internship</p> <p>Evaluation due by end of week:<br/>3<sup>rd</sup> Supervisor Evaluation of Intern</p> <p><u>Intern Assignments Due by End of Week:</u></p> <ul style="list-style-type: none"> <li>• Weekly activity Log</li> <li>• Observation Form</li> <li>• Reflective Summary</li> </ul>   |
| Wrap-Up | 12/7-12/13  | <p><u>Due by Friday, 12/11 by 5pm</u></p> <ul style="list-style-type: none"> <li>• Binder to Supervisor</li> <li>• Required documents for CDDS Office sent to electronically to Dr. Crume</li> </ul>   |