



**COLLEGE OF EDUCATION,
HEALTH, AND HUMAN SERVICES**

ASL/English Interpreting Advanced Practicum Agreement

This agreement is entered into by the **Boone County Schools**, Florence, Kentucky, hereinafter referred to as the "School" and the College of Education, Health, and Human Services at Kent State University, Kent, Portage County Ohio, hereinafter referred to as the "College."

The College desires to place interpreter candidates in the classrooms of said School for the purpose of participating in field-based experiences for the ASL/English Interpreting Program, including a full-semester advanced practicum as required by, but not necessarily limited to, the Standards for Colleges or Universities Preparing Teachers as promulgated by the Ohio State Board of Education.

The College requires interpreter candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results on the first day of the placement to the school's designated official. The College does not view these results. The School is responsible to determine if the interpreter candidate meets the criteria established by the School for placement.

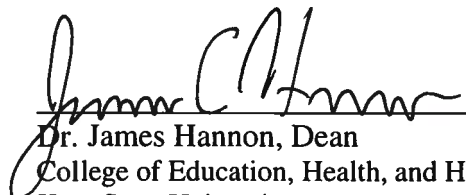
The School desires to cooperate with the College/University in facilitating field-based experiences including an advanced practicum for interpreter candidates and approves the utilization of its schools for such purposes by the College/University. Placement of such interns in the classrooms of said School shall be under the direction and control of the School Director/Administrator. The relationship between the College and the School is outlined in the appropriate version of the College handbook, "Collaboration in ASL/English Interpreting", accessible on our website (www.kent.edu/ehhs/voss/forms).

We accept the conditions of this agreement and authorize the placement of interpreter candidates for field-based experiences. It is understood that if the conditions change, the College will provide a revised agreement (see section on addendums).

Entered into this ____7th ____ day of ____November____ 2019.

(Please Print) Administrator/Director of "School"

Administrator/Director Signature of "School"


Dr. James Hannon, Dean
College of Education, Health, and Human Services
Kent State University

****Please sign and return this page to: (or email to Director, or fax 330-672-6277)**

Vacca Office of Student Services
PO Box 5190, 304 White Hall
Kent State University, Kent, OH 44242



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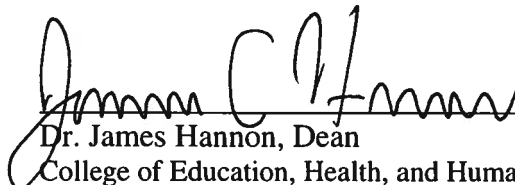
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(Please Print) Administrator/Director of "School"

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Dr. James Hannon, Dean
College of Education, Health, and Human Services
Kent State University

Please sign and retain this contract (4 pages) for your records.

Kent State University

Roles and Responsibilities: Relationship of the “School” and the “College”

Director/Administrator

As the educational leader in a school, the Director/Administrator sets the overall tone and climate of the school. Specifically, it is recommended that the Director/Administrator aid in identifying exemplary classroom interpreters. The Director/Administrator's leadership will determine the quality and support of the field experiences provided by the classroom interpreter.

Classroom Cooperating Interpreter

The complex role of the classroom interpreter varies according to the field experience. Observational field experiences may require little extra preparation or interaction. Participatory field experiences will require more preparation and guidance. Working with an interpreter candidate will require a commitment of time and energy. Interpreters will take on a mentoring role and the responsibility of daily supervision of the interpreter candidate. In all cases, classroom interpreters can serve best by being a model and a guide. It is expected that the interpreter be willing to accept the responsibilities required of the experience, and carry them out in a professional manner.

University Interpreter Candidate

Interpreter candidates are both guests and interns in a school at the request of the College of Education, Health, and Human Services. The school has jurisdiction over the interpreter candidates in their roles as observers and practicum participants insofar as school policy and classroom instructional expectations are concerned. Failure of the interpreting intern candidates to comply will subject them to reprimand or removal from the experience.

University Supervisor

The overriding responsibility of the university supervisor is to oversee and confirm that practicum participants comply with the ASL/English Interpreting practicum policies and procedures. They also provide support to the participants and submit student evaluations. The task of the university supervisor is threefold: (1) to provide clear goals and objectives to the cooperating interpreter, (2) to supervise the intern candidates as these goals and objectives are implemented, and (3) to evaluate the experience with the candidate and when appropriate with the cooperating interpreter. The university supervisor will provide school personnel and interpreter candidates with appropriate handouts, guidelines, calendars, and evaluation forms for the various field components.

INDEX of Student Teaching Experiences (as they apply*)

Undergraduate Programs

Early Childhood	
Preschool	15 week term
Kindergarten or Primary (Grades K-3)	15 week term
Middle Childhood	
Grades 4-9 (two concentrations <u>only</u>)	16 week term
Adolescent/Young Adult	
English/Communications, Math, Science, Social Studies	96 hr. fall semester practicum + 13 week student teaching (spring semester only)
Multi-age K-12	
Art	2 - 6 week terms
Physical Education/Dance	2 - 8 week terms
Modern and Classical Languages, Music, Tech Ed, Health Ed, CTTE	12 week term
Special Education	
Mild/Moderate or Moderate/Intensive	16 week term
Mild-Mod/Mod-Intensive dual license	16 week term
Deaf Education	16 week term
ASL/ English Interpreting	16 week term

Graduate Programs

Master of Arts in Teaching Program (Secondary) (Variety of Content Areas)	100 hr. fall semester practicum + 12 week student teaching (spring semester only)
Master of Arts (Early Childhood prek-3)	15 week term
Speech Language Pathology	6 week field practicum + 10 week full-time practicum

Compensation

For cooperating interpreters, the College/University will provide the district/school a stipend payment, based on the number of interpreting placements and weeks requested. The stipend amount will be determined on an annual basis. The board/district has the prerogative to determine the number of placements of interpreter candidates it will accept.

Provisions for Coordinating Ongoing Activities and Solving Problems

The Vacca Office of Student Services is responsible for coordinating a variety of experiential field placements such as student teaching and interpreting practicum. The director and staff of the KSU placement office will contact and communicate regularly with identified school personnel for placement requests. The staff of the Vacca Office of Student Services works closely with faculty, students, and schools to provide the best possible placements.

The jurisdiction of the school and the university over interpreting interns is designed to be complementary. Both institutions contribute to the resolution of any major problem through mutual agreement or compromise. Problems and concerns may be brought to the attention of the Director of Field/Clinical Experiences in the Vacca Office of Student Services. Office staff will assist in the resolution of problems that may arise among any of the participants (director/principal, interpreter, supervisor, or university interpreter candidate) in any field experience. A due process procedure is outlined in the appropriate version of the handbook, "Collaboration in ASL/English Interpreting", which can be found at <https://www.kent.edu/ehhs/voss/forms>. While it is more appropriate for internships in classrooms, it may be applicable for sustained practicum experiences that occur before traditional practicum placement.

Means for Revisions to Meet Changing Needs and Conditions

The Vacca Office of Student Services is also responsible for coordinating revisions with the College of Education, Health, and Human Services departments/faculty that are necessary to meet changing needs and conditions. Office staff work closely with program faculty to comply with state standards. School personnel, university supervisors, and interpreter candidates are given the opportunity to make suggestions for needed revisions by contacting the Director of Clinical/Field Experiences in the Vacca Office of Student Services. Formal proposals will be taken to the appropriate College committees for action.

Addendums and Revisions to the Agreement

It should be understood that this document is a 'general form' used to initiate a formal agreement with our partnering school districts and institutions for the general purpose of placing Kent State University students in an off-campus setting. If a particular program or institution requires further consideration of physical conditions, classroom resources, environmental conditions, accessibility, applicable personnel needs, or other relevant considerations, either party may submit a detailed addendum for consideration by both parties. It is also understood that any such addendums will only be enacted after having sufficient time to review all terms and conditions presented in the addendum, and only with the full and formal consent of both parties.