ACADEMIC PROGRAM ASSESSMENT PLAN

This form was designed to assist programs in writing a complete assessment plan. If you choose not to use this form, please submit your plan in the order of the checklist at the end of this document. If some aspect of your program’s plan is in development or not yet developed, indicate that in the respective section. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu.

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**Program Name:** American Sign Language Studies (A.S. degree)

**SKIM Program?** Yes ☐ No ☒ For a list of programs covered by SKIM, see GUIDE.

**Disciplinary Accrediting Body (if applicable):** no accredited, but part of BA in Interpretation: ASL/English accredited by the Commission on Collegiate Interpreter Education (CCIE)

**Department Name:** School of Counseling, Human Performance and Rehabilitation (CHPR)

**Date Submitted:** April 15, 2018

**Submitted by:** Dr. Linda K. Stauffer (Name)

501-569-8508; lkstauffer@ualr.edu (Phone & Email)

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**Section 1. Program or Departmental Mission Statement.**

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The mission of the A.S. degree program in American Sign Language Studies is to provide students with basic ASL skills to work with individuals who are deaf, hard of hearing, or deaf-blind in public or private settings. This education is grounded in theories of second language learning with multicultural knowledge.
Section 2. Student Learning Goals for Academic Program.
List all student learning goals (“At the end of this program, students will be able to…”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM goals map to your program goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning goals and for a list of the SKIM goals, please see the GUIDE.

Program Learning Objectives (PLO)

1) Effective Communication
2) Critical Thinking
3) Global /Cultural Competency
4) Community Engagement
5) Technical Skills

Student Learning Goals

Language
1. At the end of this program, students will be able to converse in American Sign Language, write and speak in proper English and converse in signed English, and in the contact language varieties used by persons who are hearing, deaf, deaf-blind, or hard of hearing. (PLO 1)

   1.1 At the end of this program, students will be able to converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

   1.2 At the end of this program, students will be able to communicate in written, spoken, and signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe with connected discourse.

Culture and Diversity
2. At the end of this program students will be able to engage in service-learning community activities and demonstrate civic responsibility to stakeholder communities and apply boundary flexibility when functioning as Deaf community allies. (PLO 2, 3 4)

   2.1 At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices.

   2.2 At the end of this program students will be able to identify the norms of Deaf Culture and the historical impact of oppression and the effects of discrimination (e.g. audism, racism, sexism).

Technology
3. At the end of this program students will be able to effectively use classroom technology (ex: Powerpoint presentations, video recording and uploading (GoReact, YouTube), Blackboard, Videophone, etc.) (PLO 5)
Section 3. Curriculum Map.
Attach a map of your program’s curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.
Complete the following table to indicate how each student learning goal will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

<table>
<thead>
<tr>
<th>Student Learning Goal</th>
<th>Assessment Method or Learning Activity/Artifact</th>
<th>Course in Which Learning Activity or Assessment Takes Place</th>
<th>Alignment with SKIM goal(s) or disciplinary accrediting body goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At the end of this program students will be able to converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse. (1.1)</td>
<td>Sign Language Proficiency Interview (SLPI) Score - Intermediate or Above</td>
<td>INTR 2321 American Sign Language 4</td>
<td>CCIE, 2014 Standard 7.1</td>
</tr>
<tr>
<td>2. At the end of this program students will be able to communicate in written, spoken and Signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe in connected discourse. (1.2)</td>
<td>Written English: book reaction papers; Signed English: MCE Final grade of “C” or better</td>
<td>INTR 1320 ASL 1, INTR 1321 ASL 2, INTR 2330 Manually Coded English</td>
<td>CCIE, 2014 Standard 7.1</td>
</tr>
<tr>
<td>3. At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (2.1)</td>
<td>Final Presentation</td>
<td>INTR 2344 Service Learning in the Deaf Community</td>
<td>CCIE, 2014 Standard 6.2</td>
</tr>
<tr>
<td>4. At the end of this program students will be able to identify the</td>
<td>Final presentations &amp; Test essay question</td>
<td>INTR 1340 Deaf Culture</td>
<td>CCIE, 2014 Standard 6.3</td>
</tr>
</tbody>
</table>
norms of Deaf Culture, the historical impact of oppression, and the effects of discrimination (eg., audism, racism, sexism).(2.2)

5. At the end of this program students will be able to use classroom technology (ex: Powerpoint presentations, video recording and uploading (GoReact, YouTube), Blackboard, Videophone, etc.). (3.0).

Upload assignment into Blackboard, and Go-React or Youtube

ASL 3

CCIE, 2014 standard 6.5

Section 5. Assessment Cycle Timeline.
Indicate in the table below when assessment data from each student learning goal will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: 4 years
Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: 2023
(typically at the end of a cycle, unless a need for revision arises before)

<table>
<thead>
<tr>
<th>Student Learning Goal</th>
<th>Semester(s) Artifacts are Collected</th>
<th>Semester Assessment Data is Analyzed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At the end of this program students will be able to converse in ASL in a culturally appropriate and</td>
<td>Spring</td>
<td>Summer</td>
<td>SLPI given every spring</td>
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<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>2. At the end of this program students will be able to communicate in written, spoken and Signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe in connected discourse. (1.2).</td>
<td></td>
<td></td>
<td>INTR 2330 offered every fall</td>
</tr>
<tr>
<td>3. At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (2.1)</td>
<td>Spring</td>
<td>Spring</td>
<td>Service Learning in the Deaf Community offered every spring</td>
</tr>
<tr>
<td>4. At the end of this program students will be able to identify the norms</td>
<td>Fall</td>
<td>Spring</td>
<td>Deaf Culture offered every fall</td>
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<td>the effects of</td>
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<td>discrimination (eg.,</td>
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<td>audism, racism, sexism).</td>
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<td>5. At the end of this</td>
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<td>program students</td>
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<td>will be able to use</td>
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<td>classroom technology (ex:</td>
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<td>Powerpoint presentations,</td>
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<td>video recording</td>
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<td>and uploading</td>
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<td>(GoReact, YouTube),</td>
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<td>Blackboard, Videophone,</td>
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<td>etc.). (3.0).</td>
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<td></td>
<td>ASL offered each fall and spring semester</td>
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</table>

**Section 6. Continuous Improvement Process.**

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

1. The faculty (full and part-time) has a full day's retreat at the beginning of each fall and spring semester (August & January) to discuss program issues including implementation of student suggestions, benchmark exams, SLO assessment results and stakeholder recommendations for program improvement.

2. When improvement needs are identified, faculty will research best practices to address the issue, brainstorm, informally survey current and past students to gain feedback. An improvement plan will then be developed with guidelines and timelines for implementation.

3. Faculty meets every two weeks during the regular 15-week semester to review program needs and review implementation progress.
4. Students and faculty will evaluate progress. Adjustments will be made based on the results as needed. Results will be reported to the Stakeholders for further feedback.

Section 7. Stakeholder Involvement/Communication Plan.
Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

A. Who are your stakeholders?

Our Stakeholders include representatives of the following groups/organizations/agencies:

- Arkansas Administrative Offices of the Courts (court interpreter)
- Arkansas Association of the Deaf
- Arkansas Black Deaf Advocates
- Arkansas Deaf-Blind Community
- Arkansas Department of Education
- Arkansas Hands and Voices
- Arkansas Registry of Interpreters for the Deaf
- Arkansas Rehabilitation Services
- Arkansas School for the Deaf
- Communication Plus+ Interpreter Services
- Hard of Hearing Community Representative
- Interpreter Education Program faculty – full time and part time
- Interpreter Education Program current students
- Interpreter Education Program alumni
- Interpreter Education Program alumni working interpreters (community, video, relay, educational)
- Pulaski County Special School District
- Speech to Text Service Provider
- Sprint Relay, Arkansas & Oklahoma
- Sorenson Video Relay Services
- UA-Little Rock Department of Audiology
- UA-Little Rock Disability Support Services
- UA-Little Rock Sigma Lammda Kappa (SLK - Student Sign Language Club)
- UA-Little Rock School of Nursing
- UA-Pulaski Technical College Sign Language Classes

B. How will they be involved in your assessment process?

Each year in the spring semester over 45 Stakeholders representing partnering agencies, community representatives, interpreter representatives, parent organizations, schools, deaf and deaf-blind organizations, and current and former students are invited to our Stakeholders meeting. This meeting takes place on an afternoon and is held at the Arkansas School for the Deaf. Information is shared with the Stakeholders on changes and highlights in the program since the previous year, results of benchmark exams, SLO assessment outcomes. Stakeholders respond to the data and activity reports and make recommendations for improvement in the program. Minutes are sent out after each meeting.
C. How will they learn about your assessment results and continuous improvement?

Information on SLO assessment results, recommended improvements, implementation of changes for improvement, and evaluation of the changes will be shared annually with stakeholders.
The INTR Curriculum Map is designed to show alignment of IEP Interpreting Curriculum with CCIE 2014 Standards

### CCIE Standards 6, 7, 8

<table>
<thead>
<tr>
<th>Prerequisites ASL and English Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. American Sign Language: Process proficiency in ASL that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.</td>
</tr>
<tr>
<td>3b. English: Process proficiency in spoken and/or written English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate and to describe with connected discourse.</td>
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</tbody>
</table>

### Standard 6.0: Knowledge Competencies

#### 6.1 Competencies Related to Interpreting Theory & Knowledge

<table>
<thead>
<tr>
<th>Area</th>
<th>Competencies</th>
<th>K</th>
<th>A</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Theories of interpretation and translation</td>
<td>K</td>
<td>KA</td>
<td>A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>b. History of the profession</td>
<td>K</td>
<td>AA</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>c. Interpreter roles, function, and responsibilities</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>d. Ethical theory, practice, and decision-making</td>
<td>K</td>
<td>AS</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>e. Interpreting needs of Deaf, DeafBlind, and hearing consumers</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>f. Strategies and techniques to meet the needs of various DeafBlind consumers</td>
<td>A</td>
<td>S</td>
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</table>

#### 6.2 Competencies Related to Needs of Individuals with Disabilities and/or Conditions that Impact Communications

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<tr>
<th>Area</th>
<th>Competencies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Needs of individuals with disabilities and/or conditions that impact communications</td>
<td>KA</td>
<td>K</td>
<td>A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>b. Training protocols in deaf/deaf interpretation teams</td>
<td>K</td>
<td>K</td>
<td>A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>c. Training protocols used in deaf/hearing interpretation teams</td>
<td>K</td>
<td>KA</td>
<td>A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>d. Protocols used in a variety of settings (e.g., VRE, VRI, medical, educational, conference, legal, mental health and detention)</td>
<td>K</td>
<td>KA</td>
<td>A</td>
<td>S</td>
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</tbody>
</table>

### 6.3 Competencies Related to Human Relations and Professionalism

<table>
<thead>
<tr>
<th>Area</th>
<th>Competencies</th>
<th>K</th>
<th>A</th>
<th>S</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Service-learning community engagement/service responsibility to stakeholders, community, professional roles, and boundary flexibility when functioning as Deaf community allies</td>
<td>K</td>
<td>A</td>
<td>KA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>b. Professional and ethical boundaries</td>
<td>A</td>
<td>KA</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>c. Commitment to continuous self-assessment and professional development</td>
<td>K</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
</tr>
<tr>
<td>d. Respect for individual self-identification, language and/or communication choice</td>
<td>K</td>
<td>A</td>
<td>AA</td>
<td>KA</td>
<td>S</td>
</tr>
</tbody>
</table>

### 6.4 Competencies Related to Multiculturalism and Diverse Populations

<table>
<thead>
<tr>
<th>Area</th>
<th>Competencies</th>
<th>K</th>
<th>A</th>
<th>S</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. The effects of oppression and discrimination (e.g., racism, sexism, etc.)</td>
<td>K</td>
<td>KA</td>
<td>A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>b. The influence of power and privilege within multicultural and diverse populations</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>c. Majority and minority culture dynamics</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
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</tbody>
</table>

### 6.5 Competencies Related to Knowledge of the Interpreting Profession and Relevant Resources

<table>
<thead>
<tr>
<th>Area</th>
<th>Competencies</th>
<th>K</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td>a. Professional credentialing (e.g., RID Certification and, if relevant, state and/or national standards, and/or their equivalents in other countries)</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>b. NAD-RID Code of Professional Conduct (or its equivalent in other countries) and other relevant guidelines for professional behavior</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>c. Availability of community resources, organizations and agencies that serve Deaf people</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>d. Local and national interpreting professional organizations</td>
<td>K</td>
<td>KA</td>
<td>AA</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>e. Relevant state and federal legislation</td>
<td>K</td>
<td>KA</td>
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</table>

### 6.6 Competencies Related to Business Practices

<table>
<thead>
<tr>
<th>Area</th>
<th>Competencies</th>
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</table>
## CCIE Standards 6, 7, 8

### 6.5 Competencies Related to Research

<table>
<thead>
<tr>
<th>Competency</th>
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</thead>
<tbody>
<tr>
<td>a. Reading, understanding, and critically evaluating research on interpreting</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
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<tr>
<td>b. The necessity for and value of research on interpreting and interpreter education</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
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<tr>
<td>c. The application of research results to interpreting practice</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
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<tr>
<td>d. The ability to present research related content in academic ASL and in academic English</td>
<td>R &amp; I</td>
<td>R &amp; I</td>
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### Standard 7.0 Skills Competencies

#### 7.1 Competencies Related to Continued Development of Language Competence in Both ASL and English that Prepare Graduates to Enter the Field of Interpreting

<table>
<thead>
<tr>
<th>Competency</th>
<th>CCR</th>
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<tbody>
<tr>
<td>a. Comprehension in ASL and English at advanced levels</td>
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<td>S</td>
<td>M</td>
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<td>S</td>
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<tr>
<td>b. Expression of ASL and English at advanced levels with greater fluency, clarity, and poise</td>
<td>S</td>
<td>M</td>
<td>S</td>
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#### 7.2 Competencies Required for Meaning Transfer

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<th>Competency</th>
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<tbody>
<tr>
<td>a. The ability to understand the meaning and intent of the source language discourse</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>b. The ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register, &amp; culture, &amp; without interference from the source language</td>
<td>S</td>
<td>S</td>
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#### 7.3 Self-Assessment of the Process and Product of Interpretation

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<th>Competency</th>
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<tbody>
<tr>
<td>a. The metalinguistic and meta-cognitive tools needed to engage in self-assessment</td>
<td>S</td>
<td>S</td>
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<td>b. The ability to talk about the work with mentors and colleagues, including</td>
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#### 7.4 Ability to Assess a Situation and the Decision-Making Skills to Meet the Demands of the Source Language, Target Language, Setting, and

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<th>Competency</th>
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<tbody>
<tr>
<td>a. The ability to analyze different methods of analyzing transfer (e.g., simultaneous vs. consecutive styles, translation) and to choose the appropriate method in a given setting.</td>
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<td>b. The ability and flexibility to render a competent interpretation (i.e., an interpretation that meets the necessary linguistic preferences)</td>
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<td>c. The ability to manage the flow of information to optimize message equivalence (e.g., pace, density, non-verbal activities)</td>
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<td>d. The ability to manage the physical setting (environment), and to select and use appropriate equipment and technology</td>
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### Technology

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<tbody>
<tr>
<td>1. Use of PowerPoint, prezi</td>
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<td>2. Use of video recording &amp; uploading</td>
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<td>3. Use of audio equipment &amp; recording &amp; uploading</td>
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<td>4. Online research</td>
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<td>5. Online classes (Collaborate)</td>
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<td>6. Blackboard</td>
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<td>7. Videophone</td>
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<td>8. Cloud, Dropbox, etc.</td>
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KEY

K = Knowledge/Comprehension
A = Application/Analysis
S = Synthesis/Evaluation