

State of the art laboratories – The College provides the ASLID program with a state of the art language lab facility. ASLID lab has twenty-five (25) computer stations with internet access for research and the web cams and headset equipment to enable students to record their interpreting performances for self-assessment purposes. There is one sound-proof testing booth that is used for performance-based testing and for students to view their work for self-assessment purposes.

The lab also has a full range of resources in a variety of formats (books, CDs, videos, DVDs, and audio tapes) to meet the needs of beginning level students through the practicum level. Please see Appendix for a full inventory of resources. The lab is staffed with a working sign language interpreter as the lab coordinator and has Sign Language Mentors available during all hours the lab is open. The lab also maintains current and relevant reading materials, professional publications, newsletters, and copies of all program required texts that the students may access.

The lab offers six (6) TVs with DVD/VCR equipment for students' use to watch and evaluate their performances, view materials required for classes and also to take advantage of the resources housed in the lab. The lab also has ASL tutors, usually a practicum level student, to assist other students and to reinforce their own skill sets. The lab offers more than 60 hours of 1-on-1 or small group tutoring per week to any student who would like to take advantage of this free service.

The sound-proof testing booth was recently upgraded to TV-grade video and recording equipment. This allows for higher quality, better resolution video capture of sign language production. This testing booth equipment is utilized by staff to prepare lessons or online exams and is used by students as a location to take performance evaluations. Additionally students are able to use the location to record presentations for class and create video portfolios to showcase their work as they prepare for graduation.

Once the video has been captured in the testing booth, it is automatically uploaded and stored to a department shared drive. From this location instructors can access student videos 24/7 from any location. This drive saves both time and money because the lab no longer needs to use its resources to burn DVDs for instructors and the instructors are no longer required to wait for all testing to be completed before beginning the grading process. This allows for faster turnaround time on evaluations. Instructors no longer have to carry multiple VHS tapes, DVDs, or flash drives and they can grade in a location that is most conducive to them.

The lab owns twelve (12) videophones to be utilized by both hearing and Deaf staff and students. They are a means of direct visual communication between all staff members, utilized for student learning, provide a connection to a larger diversity of members of Deaf community from the safety of home or school, and provide communication access for Deaf individuals in the community who choose to come to the lab.

The CFE Lab recently had a classroom podium installed. With this podium, students are able to view Deaf culture and history videos, streaming workshops and live streaming Deaf events. Additionally the podium is used by the staff to provide workshops and training to the students on different aspects of ASL language and grammar. Instructors often use the podium group instruction and activities.

The lab podium has been equipped with an HDMI port, which was the first of its kind on Sinclair's campus. Through this and the Apple TV in the lab, the instructors are able to wirelessly connect their iPads to the podium and share materials.

On a related note, the lab also facilitates the use of nine iPads for use by the students and staff to record sign language production, for feedback, skill assessment and testing purposes throughout all levels of the degree program.

All of this technology is also conducive to student learning, as the interpreting field is moving to a more remote method of practice, through video relay service or video remote interpreting. Our goal is to train and produce technologically savvy graduates who are marketable in the workplace.

The lab also has an area the students refer to as “PIE Assignments”. This is a designated area where live role plays are done with one Deaf person, one student interpreter, and one hearing professional – typically a practicum level student or a working interpreter from the community. Students have the opportunity to practice their skills in a variety of mock settings. At the conclusion of each role play the student interpreter is given feedback from the hearing and Deaf participants of the role play. Approximately 30-50 PIE Assignments are performed per week in the ASL Lab.

The lab offers monthly events, outside of the regular school hours, which can range from various student workshops to activities involving the entire Deaf community. This allows for supplementary, sometimes specialized instruction, as well as additional interaction and socialization with the Deaf community.

These monthly events, along with any other events that may interest staff or students are posted on the website hosted by the lab. Besides the calendar of events, the website includes contact information for the lab, the hours of operation, links to resources, a photo gallery, and the link to GenBook, the lab’s online scheduling program.

GenBook provides the students and instructors convenient online appointment scheduling for the many services the lab provides, such as testing booth appointments (both 15 minute and 30 minute time increments), Hot Seat appointments (both 30 minute and 1 hour in length), 1-on-1 tutoring sessions, reserving cubicles for an entire class, reserving Sign Language Mentors to facilitate classroom projects, and reserving the entire lab for an event. GenBook provides automatic confirmations and reminder emails on mobile, computer or tablet for its users. The appointments sync with all types of calendars for easy scheduling. It provides a place for students to write reviews of their experience with scheduling and the lab. GenBook also provides analytics, including student information, appointment history and performance charts.

The lab facilitates a Facebook page in order to stay in touch with faculty, staff, and students. They post current events, give up-to-date information on happenings in the lab, expose students to new educational materials and encourage student involvement outside the classroom with activities such as word games, vocabulary challenges, tips for interpreters, and words of wisdom. It also provides an avenue for students to learn to independently produce quality sign language videos to share with the community.

This past year the lab installed a swipe system, consisting of a computer, touchscreen monitor and a card reader in the both lab locations. When students enter either lab, they use their Sinclair Tartan card to swipe in. Then they are able to select the class, section and activity on which they are focusing their lab time. Students also swipe out when they leave. This data is amassed in an Access format that is operated by lab staff. Students and faculty may request reports based on name, date, or class at any time. Midterm and final reports are emailed to faculty documenting their students’ participation in the lab. This data can also be utilized by lab staff to see trends in attendance and schedule appropriate staffing.