Assessment

Formative evaluation:
1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Registry of Interpreters for the Deaf. (2014). *ASL ethics videos.* Retrieved from http://rid.org/ethics/

Registry of Interpreters for the Deaf. (2013). *Ethical practices system.* Retrieved from http://rid.org/ethics/

Registry of Interpreters for the Deaf. (2013). *Enforcement procedures.* Retrieved from http://rid.org/ethics/

Registry of Interpreters for the Deaf. (January 2008). *President's report: Reaffirming the NAD-RID relationship.* Alexandria, VA: *RID VIEWS.* Retrieved from http://rid.org/publications-overview/views/views-archives/

Registry of Interpreters for the Deaf. (2005). *NAD-RID code of professional conduct.* Retrieved from http://rid.org/ethics/code-of-professional-conduct/

Swabey, L., & Mickelson, P.G. (2008). Role definition: A perspective on forty years of professionalism in sign language interpreting. In C. Valero-Garcés and A. Martin (Eds.) *Crossing Borders in Community Interpreting: Definitions and Dilemmas.* (Vol. 76). Philadelphia, PA: John Benjamins Publishing.

National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Diaz, R. & Schertz, B.* Retrieved from https://vimeo.com/104156339

Module 4

Unit 2