

ASL NATIONAL STANDARDS

PART 1 OF 4

Get Ready For the National ASL Standards!

by Jason Zinza

Many of you know by know that ASLTA has been developing national ASL standards, to appear in the next edition of The Standards for Foreign Language Learning in the 21st Century. Published by ACTFL, these standards (known as the 5 C's) focus on five key areas needed to develop language and culture proficiency. For the past 15 years they have had a tremendous impact in K-16 classrooms across the nation. The current text includes Arabic, Chinese, French, German, Italian, Portuguese, Russian, and Spanish. The new edition will feature ASL in the very first chapter, visible to all! Those who oppose ASL instruction, those who think ASL is an "easy language", and those who feel ASL is not as worthwhile as spoken languages will no longer be able to deny the fact that learning ASL is as challenging, legitimate, and rewarding as any other language. In simple terms, ASL can proudly stand beside other languages on its own merits.

Let me be very clear: This is a huge accomplishment and major step forward for our field. Many things in the ASL standards will be familiar to you, since you've taught key language concepts for years. Other things will be new or unfamiliar, or you might wonder why certain topics are included in the standards but not others. It will take time, plenty of exchange of perspectives and ideas with fellow ASL teachers, workshops, and reflection on your teaching practices to understand the 5 C's and how they appear in the national ASL standards. What's important is that the ASL teaching community begin this important discussion.

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 Florida ASLTA will soon be 25 years old! This year's annual conference, which begins their silver year celebration, will be held over President's Day Weekend, February 15, 16, and 17, 2013 in South Florida at the Deerfield Beach / Boca Raton Hilton (fly into Ft Lauderdale). 29
 The conference will feature Sharon Hurley Lott, Jason Zinza, and many more. Workshop topics 29
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President Report



Glenna Ashton, Ph.D.
ASLTA Professional
Gainesville, Florida
president@aslt.org

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## Vice President Report



Brian Kilpatrick, Ed.D.  
ASLTA Professional  
Houston, Texas

## 2012 NAD Conference Priorities

1. 2012-KY-PUB-002: Establishment of an Employment Task Force (109)
2. 2012-KY-GOV-001: National Leadership Training Program (91)
3. 2012-KY-PUB-014: Mental Health Service (83)
4. 2012-KY-PUB-001 Legislative Training (75)
5. 2012-KY-GOV-002: Restore State Association Coordinator (74)

Additional Reports begin on page 12

## Secretary Report



Dorothy M. Wilkins  
ASLTA Professional  
Rochester, NY

Three areas that I would like to cover: 1. Thank E. Lynn Jacobowitz, Member-at-Large, Patricia Beech, Chapter Affiliated Chair and Cathi Bouton, Treasurer to record the North Carolina Board Meeting Minutes, 2. Show you the e-motions made and voted by ASLTA board members, and 3. Advertise the secretary position for the 2013-2017.

I would like to thank E. Lynn Jacobowitz, with the help from Patricia Beech and Cathi Bouton who replaced me as a secretary for ASLTA Board meeting at the CIT Conference last October. Many thanks, Lynn, Patricia and Cathi!!

There are the e-motions that ASLTA made online since July 19, 2012.

July 19, 2012

E. Lynn Jacobowitz moved that the members of ASLTA Board purchase an 11-inch Mac Book Air for Cathi Bouton for the treasury of ASLTA-related business. Carried.

October 4, 2012

E. Lynn Jacobowitz moved that ASLTA reimburse Keith Cagle \$250 for his roundtrip to October 2012 ASLTA-CIT board meeting. Carried.

October 22, 2012

E. Lynn Jacobowitz moved that Cathi Bouton to be reimbursed \$80 for Bowen Bailey's internet services for Sharon Lott (Chair of ASLTA Professional Development) to prepare the website for the NC-ASLTA. Carried.

## Treasurer Report



Cathi Bouton  
ASLTA Professional  
Clinton, WA  
treasurer@asлта.org

Continueud on page 24

## Professional Development Report



Sharon Lott  
ASLTA Professional  
Morganton, NC

## Chapter Liaison Report



Patricia Beech  
ASLTA Professional  
Springfield, VA

### Chapter Affiliated Chair News November 21, 2012

To all chapters,

Hope you all had a great summer.

To those who paid 2012 Annual Chapter dues and provided updated officer info, THANKS!

Below is a list of Active chapters:

- Florida
- Idaho
- Illinois Chicagoland
- Indiana Willard
- Kentucky Bluegrass
- Maryland
- Michigan
- Minnesota Loon
- New Jersey
- North Carolina
- Ohio
- Oregon Northwest
- Texas Dallas Fort-Worth
- Texas Houston
- Utah
- Virginia Veditz
- Washington

The Massachusetts Chapter is officially closed. I'm still waiting for replies from California San Diego, NY Greater Rochester, and Pennsylvania.

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Member-At-Large Report

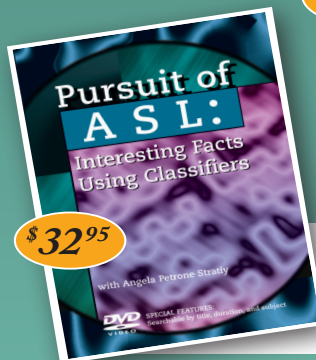
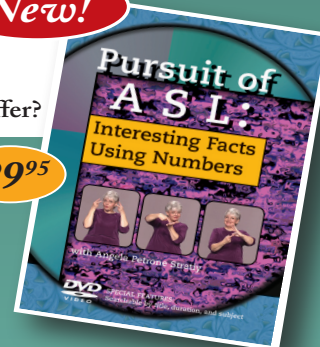


E. Lynn Jacobowitz Ph.D.  
ASLTA Professional  
Frederick, Maryland

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## Evaluation Program Report



Keith M. Cagle, Ph.D.  
ASLTA Professional  
Annapolis, MD

ASLTA Evaluation Chair's report for ASLTA Newsletter - Fall 2012 Edition  
November 2012

Dr. Gene Mirus and I from Gallaudet University, Jim Lipsky from Northeastern University and Brenda Schertz from University of Southern Maine went to American Council on Teaching of Foreign Language (ACTFL) conference in Philadelphia on November 16-18, 2012. At least 6,000 attendees came from all over the world. It was a huge conference. There had numerous workshops. For an instance, during one same hour, there had at least 20 workshops at the same time. The exhibit was impressive with many foreign languages booths, publishers and college / university programs. Several workshops we attended were about new technology for teaching foreign languages, power of folk literature to build a language competency, visual aids, ACTFL's new P21 skills to accompany with its 5Cs, a new method of Organic Language Acquisition through Movement and Community (OLA) and websites for resources. Both Jim and Brenda presented their workshop of "Standards in Establishing an American Sign Language Program." We gathered some new ideas, tools and applications for our ASL teaching. This experience has opened my eyes. I would not mind to attend ACTFL's another conference in Orlando in 2013. I assure you that it would be a great and educational experience for you.

All evaluation packages are updated and posted in the ASLTA website. For an extension on Provisional or Qualified certification, go to Renewal / Extension package and download it.

As a reminder, the deadline date for Professional level evaluation for an interview at next ASLTA Professional Development conference in Charlotte, North Carolina in July 2013 is February 28, 2012.

Have a great holiday season soon, and another produc-

tive spring semester in 2013.

## ASLTA Membership Report

Here's the mailing list. Do you notify the institutional members that it's time for an ad, if not, should someone? I see on the website that they get half a page ad in the newsletters as part of their membership fee.

Here are the membership stats if you want them for the newsletter:-they haven't changed much since the last one:

Professional-81  
Qualified-61  
Provisional-108  
Associate-277  
Supporting-13  
Institutional-8  
Total: 548

4 from Canada  
1 from the West Indies

## American Sign Language Honor Society



High School • College • University

ASL Honor Society Report  
National Coordinator  
Jason E. Zinza, Ph.D.

### Contacting ASLTA by Mail

Did you know that ASLTA now has three (3) different mailing addresses to ensure that we can respond to your needs quickly and efficiently?

#1. For membership dues, donations, checks, or bills.

ASLTA TREASURER  
P.O. Box 38  
Clinton, WA 98236

#2. For letters for any information, inquiries, and requests.

ASLTA CORRESPONDENCE  
PO Box 92426  
Rochester, NY 14692

#3. For all evaluations and certifications as usual.

ASLTA CERTIFICATION  
PO Box 6517  
Annapolis, MD 21401

Ready for ASLTA?

Lynn & Cathi are!



Continued from page 1 the cultures of our students)

On behalf of the national ASL standards committee, thank you for your patience, your ideas, your feedback, your participation at focus groups, workshops, and presentations. Thank you for the many hours spent reviewing drafts, offering comments and criticism, and making sure the national ASL standards are something we can all be proud of.

Here's something to keep in mind: The national ASL standards ask you to examine how you teach ASL from a new perspective. Rather than calling everything "expressive skills" and "receptive skills", the standards ask you to focus on 11 distinct areas that touch on all parts of ASL and Deaf culture. Each area helps develop language and culture proficiency, and ALL are equally valuable. In time, they will come naturally to you. They are:

#### Communication

- 1.1, Interpersonal (students use ASL to communicate with each other)
- 1.2, Interpretive (students comprehend ASL in live and recorded formats)
- 1.3, Presentational (students view and give presentations)

#### Culture

- 2.1, Practices and Perspectives (students understand cultural behaviors seen in Deaf culture)
- 2.2, Products and Perspectives (students understand how things, ideas, artwork, organizations, etc. reflect Deaf culture)

#### Connections

- 3.1, Making Connections (students use ASL to learn and reinforce content from other fields)
- 3.2, Distinctive Viewpoints (students acquire information about Deaf culture through ASL)

#### Comparisons

- 4.1, Comparing languages (comparing ASL with other languages students use)
- 4.2, Comparing cultures (comparing Deaf culture with

#### Communities

- 5.1, Beyond the Classroom (students use ASL inside and outside of the classroom)
- 5.2, Life-long Learning (students use ASL for personal enjoyment and enrichment)

In many ways, the 5 C's ask teachers to reframe how ASL is taught, first by examining your own lenses. Is teaching ASL as simple as teaching vocabulary and grammar? Is teaching ASL about focusing on language and having students take a separate Deaf culture class? Is teaching ASL as easy as teaching from a textbook page after page? The 5 C's say NO. Students need a little bit of each part of the 5 C's every day, in every topic you teach, to help students integrate ASL and Deaf culture, and develop their proficiency.

What do these standards look like, and more importantly, how will they influence the ASL classroom? This series of articles will cover the national ASL standards in a reader-friendly format, and spark good discussion among ASL teachers wherever we might be. Let's begin with some frequent questions asked at presentations and focus groups since this project began.

Question #1: Aren't the Standards for High School Only?

No. The ASL standards cover content and proficiency goals from kindergarten through college.

Question #2: Will I Be Forced to Use the Standards?

No. Teachers can choose to use the standards or not to. However, most K-12 institutions have school, district, or state standards for teaching ASL, which are based on the 5 C's. This means the ASL standards will give you better direction and goals to make sure you reach the each of the 5 C's in your teaching.



For colleges, there is much more pressure now to incorporate the 5 C's into teaching. Why? See Question #4.

Question #3: Is This a New Curriculum?

No. The national ASL standards are NOT a textbook or curriculum. They are goals that you want your students to be able to reach, emphasizing the ability to communicate well and understanding Deaf culture. Whether you use Signing Naturally, Master ASL!, ASL at Work, or other curricula, the national standards will help you push your students to stronger proficiency in ASL and Deaf culture.

Question #4: Why Should I Use the Standards? Who Cares?

We know much more about teaching language now in the 21st century than we did 10, 15, 25, or 30 years ago. We better understand what students need to learn and do in order to develop proficiency. Every ASL teacher needs to constantly improve their teaching, keep up with new ideas, and raise expectations. The national ASL standards help do that, regardless of whether you teach middle school, high school, or university level courses. If we are serious about teaching ASL, then we want to be the best teachers we can be. This means trying new approaches, raising expectations, pushing harder, teaching in more depth, and having students communicate in real-life language, rather than just practicing grammar. The national ASL standards don't require ASL teachers to do more. What they do is help ASL teachers be more effective and help students develop language and culture skills. Who doesn't want that?

Upcoming newsletters will feature:

Understanding the Design of the National ASL Standards

Unpacking the National ASL Standards

Designing a Lesson Plan Based on the National ASL

## Standards

If you'd like a sneak peek at the national ASL standards, download the document here: <http://www.interpretereducation.org/wp-content/uploads/2011/07/ASL-Standards-March-2011-draft-pub.pdf>.  
Reminder: This is the draft document, and NOT the finalized version.

Have questions or comments about the national ASL standards you'd like addressed in these articles? Email me at [jzinza@gmail.com](mailto:jzinza@gmail.com)



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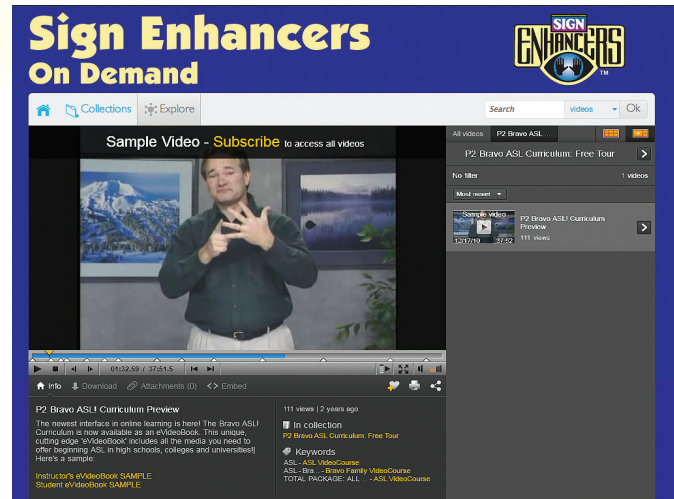
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**Expand Captioning Access**

2012-KY-PUB

Author's Name: Joshua Beckman & Sheila Conlon Mentkowski

Seconded by: Al Sonnenstrahl, and Drew Roberge

NAD shall work to expand captioning access including Internet videos, videogames, phone applications, and other future mediums where captioning access may be needed that have voiced dialogue, lyrical music and sound effects.

Rationale: There are a lack of captioning access including Internet video, video games, phone applications, and many others that leave deaf people in the dark, because the vast majority of the communications mediums are not captioned.

Fiscal Impact: Already engaged in regulatory work to advocate for all such access.

Steering Committee Comments: Merits Consideration, and could be considered work in progress. This motion is a rewrite of 2012-KY-PUB-001 and 2012-KY-PUB-008 in the Delegate Manual.

Vision 2020: Objective 1.3.

Outcome: Ongoing 2010 Priority #3 Federal Legislation on Visual Technologies

**Education/EHDI**

2012-KY-PUB

Author's Name: Kim Bianco Majeri

Seconded by: Chris Majeri

NAD shall make it a priority to focus on strengthening and ensuring access to appropriate placements under the IDEA law with parts C and B and ensuring that deaf schools are protected as the LRE and as part of the continuum of educational placements.

Rationale: Deaf schools are increasingly left out or marginalized as one of the educational options and often left out of the early interven-

tion process. NAD needs to start working towards strengthening deaf schools/bilingualism/ ASL in the early intervention and educational process.

Fiscal Impact: Strengthen the education policy team, work closely with CEASD, ASDC and state associations in implementing plans for legislative/organizational action items. This is a long-term goal but a vital one.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 1.1; Objective 1.2.

Outcome: Ongoing 2010 Priority #1 Protect Schools for the Deaf

**Functional Equality**

2012-KY-PUB

Author's Name: President of Iowa Association of the Deaf (President Kathy Miller)

NAD shall ensure that all services in the United States be equally accessible to all Deaf people as well as to hearing people about moving displays such as used in gas stations, department stores, fast food services, etc. that the Deaf cannot easily see.

Rationale: This will be easily read on what the price shows on display in all gas stations, department stores, fast food services, etc. They do not show the price and we had to ask how much and they will have to write down.

Fiscal Impact: Fiscal Impact: Unknown - may cost for lobbyist

Steering Committee Comments:

Vision 2020: Objective 1.3; Objective 2.2.

Outcome: Ongoing 2010 Priority #3 Federal Legislation on Visual Technologies

**National ASL Content Standards**

2012-KY-PUB

Author's Name: Alexander Zernovoj

Seconded by: David Nelson

NAD shall inspire and coordinate with community stakeholders, state associations and legal staff to lobby and work with their respective state legislature and department of

education to adopt the national ASL standards to improve ASL instruction in Deaf Education and foster deaf student achievement. Rationale: Nationally, states have established student achievement standards for what students

should know and be able to master in academic subject areas, including English and some foreign languages. American Sign Language (ASL) is the main language of instruction in many K-12 D/HH classes, and there have not been formal ASL standards for K-12 D/HH students until now. After working with researchers and deaf schools (California Schools for the Deaf, Indiana School for the Deaf, the Learning Center in Massachusetts), and the Clerc

Center will soon publish the ASL standards in early 2013

([www.gallaudet.edu/asl\\_standards.xml](http://www.gallaudet.edu/asl_standards.xml)). At that time, NAD and state associations need to lobby and work with their respective state legislature and department of education to adopt the newly published national ASL content standards. 45+ states have already adopted national English Language Arts and Mathematics standards ([www.corestandards.org](http://www.corestandards.org)) in the last few years to improve student achievement. It is time that we have our states also adopt the national ASL standards to improve the instruction in D/HH students' primary language (ASL) in Deaf Education!

Fiscal Impact: No extraordinary fiscal impact. Only requires manpower time and effort to coordinate with state associations to lobby/work with their respective state government/Department of Education to adopt the national ASL standards.

Steering Committee Comments: Merits consideration. This proposal is a long-range goal, not something to be accomplished in a 2-year timeframe.

Vision 2020: Objective 1.2; Objective 1.3; Objective 1.4; Objective 2.1; Objective 3.2; Objective 3.4.

Outcome: Ongoing 2010 Priority #2 ASL-English Bilingualism

Parental Sign Language Instruction Programs 2012-KY-PUB

Author's Name: Marla Hatrak

Organizational Affiliate: California Association of the Deaf

NAD shall ensure that parents of deaf children receive instruction in American Sign Language by developing lesson plans and materials for language instruction specialists and maintaining a directory of approved ASL instructional programs.

Rationale: The leading ASL curriculums are designed for high school and college students, but parents of Deaf children have unique issues and challenges learning ASL. There is currently a significant gap in ASL instructional programs tailored for parents. Developing lessons plans and materials which supplement existing ASL curriculums would provide culturally competent language instruction specialists with resources to establish effective instructional programs for parents. The NAD should also be more proactive about ensuring that the ASL instructional programs are appropriate by maintaining a directory of approved or certified programs taught by qualified Deaf instructors.

Fiscal Impact: Staffing time/resources

Committee time/resources

Design and development resources

Program can be "published" on line and downloaded for local instruction to minimize costs.

Revenue can be generated by offering fee-based ASL instruction.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 1.1; Objective 1.2; Objective 1.3; Objective 3.2.

Outcome: Ongoing 2010 Priority #11 Parental Sign Language Strategies

Lobby to Change EHDI Oversight to U.S. De-

partment of Education

2012-KY-PUB

Authors Name: Marla Hatrak

Organizational Affiliate: California Association of the Deaf

The NAD shall lobby to move Early Hearing Detection and Intervention (EHDI) oversight from the Centers for Disease Control to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).

Rationale: Leaving the Early Hearing Detection and Intervention (EHDI) oversight under the Centers for Disease Control (CDC) will continue to ignore the visual language development and academic achievement of Deaf children because of the insufficient focus on early acquisition of visual language. The CDC is an agency which identifies Deaf children as defective and requiring medical intervention, which has proven to be ineffective during the last

decade. By moving the oversight to the U.S. Department of Education, office of Special Education and Rehabilitative Services (OSERS), it will focus early intervention on the language and educational needs of Deaf children.

Fiscal Impact: Fiscal Impact: Lobbying cost. Steering Committee Comments: Merits consideration. Priority 2010-PA-PUB-013 is similar. A merge of those motions is recommended. Vision 2020: Objective 3.1; Objective 3.3. Outcome: Ongoing 2010 Priority #8 Federal EHDI Oversight

National Early Intervention Strategy Team

2012-KY-PUB

Author's Name: Tawny Holmes

Seconded by: Dr. Richard Jeffries

NAD shall establish a National Early Intervention Strategy Team, which would be composed of up to 10 members composing of up to two NAD board members and one American Society of Deaf Children (ASDC) rep-

resentative along with community members that are experts in the early intervention (and language acquisition) field. This taskforce would be responsible for analyzing the current landscape (politics, legal, and financial) of the early intervention field and developing working plans for strategic mobilization.

Rationale: The current education committee is a sub-committee of the Public Policy and limited to position papers/opinions and does not have official representatives from ASDC nor have open lines of communication with JCIH or other early intervention organizations for purposes of dialogue or education. There is a need for an ad-hoc committee to respond quickly and be in the "heat" of the matter so to assist the NAD in responding quickly and in advance to any early intervention issues.

Fiscal Impact: None. Only necessitates time by the President to identify members and by the members to meet regularly.

Steering Committee Comments: Merits consideration. Priority 2010-PA-PUB-010 is similar.

Merging motions is recommended.

Outcome: Ongoing 2010 Priority #4B Early Intervention

National Education Strategy Team

2012-KY-PUB

Authors Name: Tawny Holmes

Seconded by: Suzy Rosen Singleton

NAD shall establish a National Education Strategy Team, which would be composed of up to 10 diverse members composing of up to two NAD board members and one CEASD representative along with community members that are known experts in the education field. This taskforce would be responsible for analyzing the current landscape (politics, legal, and financial) of the education field and developing working plans for strategic mobilization.

Rationale: The current education committee is a sub-committee of the Public Policy and is limited to position papers and opinions. There is a need for an ad-hoc committee to respond quickly and be in the "heat" of the matter so to assist the NAD in responding quickly and in advance to any education issues. This committee would be a way for active NAD community members that are education experts to put heads together and develop actual working documents in fusion with the CEASD Steering and Advisory Committees.

Fiscal Impact: None. Only time taken by the President to identify members and by the members to meet regularly.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 3.1; Objective 3.3.

Outcome: Ongoing 2010 Priority #1 Protect Schools for the Deaf

#### Vocational Rehabilitation

2012-KY-PUB

Author's Name: William Walker

Seconded by: Joe Epps

The NAD shall work with Vocational Rehabilitation to ensure that deaf individuals have the right to choose VR support from within their state, rather than be forced to travel long distance to receive services.

Rationale: We are having problems with Vocational Rehabilitation (VR). When we requested VR counselors for help such as seeking jobs, college etc. We were put on hold for certain VR counselor that knows about sign language and Deaf culture. They would refer us to go to counselors even when it is inconvenient to us, such as driving to another city when there is already an existing VR office closer. If there is an objection to working with a particular counselor, we are not allowed to request a transfer to a different counselor.

Ok... we have doctors. If we do not like this kind of Doctor, we would go and find different doctor. We have rights to choose which doctor

we want. Why are we not able to do the same with Vocational Rehabilitation?? They can get interpreter same concept as seeing different doctor.

Fiscal Impact: N/A

Steering Committee Comments: Recommend referring this to the Public Policy committee for a position statement.

Vision 2020: Objective 2.2; Objective 2.3.

Outcome: Ongoing 2010 Priority #12 RSA-Funded Deaf Services Center

#### NAD Partnering with CAID / State Deaf Associations to Save Deaf Schools

2012-KY-PUB

Author's Name: Irene Tunanidas

Organizational Affiliate: Ohio Association of the Deaf

The NAD shall partner with state associations and with teacher organizations such as the Convention of American Instructors of the Deaf (CAID) to act as strong advocates to save the deaf schools.

Rationale: The Convention of American Instructors of the Deaf has had officers and members who were directly involved in NAD-sponsored projects and had held administrative positions with the NAD in the past. NAD alone cannot act as an advocacy group to save the schools for the deaf. It may need affiliated organizations such as: CAID and state associations of the deaf to voice concerns regarding a deaf school in good standing in danger of closing. NAD, CAID and officers of state associations of the deaf should work together by visiting some deaf schools and come up with their findings whether the deaf schools are in stable condition or in danger of closing. They should help with ways to improve enrollment.

Background: The Convention of American Instructors of the Deaf (CAID) is the oldest professional organization comprised of teachers, counselors and administrators mostly from the schools of the deaf, and affiliate members of the Deaf Education Department in U.S.

colleges. CAID's summer conference takes place at a designated school for the deaf or college every two years. In the summer of 2013 CAID Conference will be held at the National Technical Institute of the Deaf in Rochester, N.Y. Fiscal Impact: NAD / State Associations of the Deaf may think of marketing methods to attract new enrollees to the deaf schools. CAID may form a Task Force Committee comprised of CAID / NAD members, Deaf School Faculty Members, State Association Officers, and members of the State Board of Education to discuss type of curricula to improve the learning environment at the deaf school, and submit recommendations to the state governor for review and comment.

Steering Committee Comments: Merits consideration and should be aligned with 2010-PA-PUB-010.

Vision 2020: Objective 1.2.

Outcome: Ongoing 2010 Priority #1 Protect Schools for the Deaf

Civil Rights Coalition

2012-KY-PUB

Author's Name: Daniel Girard

Organizational Affiliate: California Association of the Deaf

The NAD shall establish National civil rights coalition with other National Deaf associations.

Rationale: The NAD should collaborate with other civil rights organizations to further the cause of civil rights and equality for all Americans. With the increasingly polarized politics in America, it is important that NAD educates and increases awareness about Deaf civil, human, and linguistic rights with other national civil rights organizations, and to support the common cause for equality

Fiscal Impact: Cost in establishing or participating in the civil rights coalition

Steering Committee Comments: Merits consid-

eration.

Vision 2020: Objective 1.3; Objective 3.1.

Outcome: Ongoing 2010 Priority #4A Human Rights

Shared Action Alert System for State Associations

2012-KY-PUB

Author's Name: Steve Lovi

Organizational Affiliate: Empire State Association of the Deaf (ESAD)

The NAD shall work with state associations to develop Action alerts system so that the community is more directly involved and aware of legislative efforts affecting the deaf community.

Electronic Action Alerts are a great way for NAD and State the SA's through electronic links to a shared web site system.

Rationale: State Associations (SA's) cannot afford to have their own Action Alert Systems (AAS) and neither can NAD. Having a shared AAS would make it more affordable for everyone. This would also enable NAD to keep track of how active each SA is. It would also be a great way to have SA's see what is happening in other states and might help SA's learn how to advocate more effectively with their own state legislative issues. Background:

Associations to be more directly involved together in the advocacy and passage of legislative

bills that are needed by the Deaf and Hard of Hearing community. Action Alerts are set up with basic information concerning a legislative issue with a pre-written form letter that members can easily submit with an electronic signature, which is e-mailed directly to legislators, companies or entities concerning a specific issue. Currently NAD and the State Associations (SA's) frequently work separately on their own legislative issues so this could be a great resource that NAD provides as a benefit. Financial Impact: Unable to determine exact costs at present. NAD HQ staff would need to



set up AAS and monitor as needed.  
 Steering Committee Comments: Merits consideration. Merged with Dana Charles Hughes' proposal.

Vision 2020: Objective 3.1; Objective 3.4; Objective 4.1; Objective 4.2.  
 Outcome: Ongoing 2010 Priority #9 One Stop Resource & Action Center

**Audism in the Dictionary**  
 2012-KY-PUB

Author's Name: Dean DeRusso  
 Organizational Affiliate: Empire State Association of the Deaf (ESAD)  
 NAD will assume leadership in pushing for publication of "Audism" in all dictionaries.  
 Rationale: Currently, there is no concrete evidence that the term Audism is being published by standard book or online dictionaries.  
 Fiscal Impact: Unable to determine what NAD HQ staff time would be needed to promote this priority.  
 Steering Committee Comments: Merits Consideration. Discuss with author options for revising this to become an annual effort.  
 Vision 2020: Objective 1.1; Objective 1.2; Objective 1.3.  
 Outcome: Ongoing from 2008 Priority – Audism is a term in American Heritage Dictionary of the English Language. Checks should be performed on an annual basis to ensure continued listing.

**Promotion of ASL Standardization and Usage in Pre-K to 12 Educational Programs**  
 2012-KY-PUB

Author's Name: Mike Cross  
 Organization Affiliate: ESAD (NY)  
 NAD shall establish a task force that will better evaluate school performance of Deaf students who are using ASL in all educational programs in the country. NAD needs to focus primarily on the issue of children who are either overlooked or forced into a

speaking and hearing based system that is effective for a small minority of students. If the school programs cannot effectively provide ASL to children, NAD should assist in creating a model that will help improve ASL education in a bilingual way to ensure that all children receive effective communication in their educational programs.

Rationale: ASL has not yet been strongly recognized or standardized in many parts of the country. Today, many Deaf or Hard of Hearing people do not fully understand what ASL really stands for including several different definitions of what sign language actually means. This potentially causes many interpreters to struggle in understanding the different signs among Deaf or Hard of Hearing people.  
 Fiscal Impact: Unable to determine what NAD HQ staff time would be needed to promote this priority.

Steering Committee Comments: Merits consideration.  
 Vision 2020: Objective 1.1; Objective 2.3; Objective 3.1; Objective 2.1.  
 Outcome: Ongoing 2010 Priority #2 ASL-English Bilingualism

**Removal of Deaf Truck Drivers' Licensing Barriers**

2012-KY-PUB  
 Author's Name: Dean DeRusso  
 Organizational Affiliate: ESAD (NY)  
 NAD shall work with the US Department of Transportation to remove the following regulations from USDOT/ FMCSA: 391.11(2), 391.41(b)(11), and 391.43(EARS) from all Class A drivers.  
<http://www.fmcsa.dot.gov/rulesregulations/administration/fmcsr/fmcsrruletext.aspx?reg=391.11>  
<http://www.fmcsa.dot.gov/rulesregulations/administration/fmcsr/fmcsrruletext.aspx?reg=391.41>  
<http://www.fmcsa.dot.gov/rulesregulations/administration/fmcsr/fmcsrruletext>

aspx?reg=391.43

Rationale: NAD has successfully advocated in getting 20 plus deaf truckers identified to be potentially waived from the hearing requirements of the DOT physical requirement Section 391.41(b)(11) which states that 40 db is the requirement to hear the sound of whisper within 5 feet behind the truck. This requirement is not necessary. We would like NAD to continue its' mission to remove the following three US Department of Transportation Federal Motor Carrier Safety Administration (US DOT FMCSA) regulations 391.11(2), 391.41(b)(11), and 391.43(EARS) from all Class A drivers.

Rationale: Studies have already concluded that there is not enough evidence to support US DOT'FMCSA's concern regarding the driving abilities of Deaf truck drivers or safety records concerning hearing loss.

Fiscal Impact: None.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 2.2; Objective 2.3.

Outcome: Ongoing for more than ten years.

Advocacy Committee: Bioethical Rights  
2012-KY-PUB

Authors' Names: Patricia Raswant, Jenny Grinder Witteborg, Deborah Broadus-Muskauski  
Seconded by: Tim Wood and Rhonda Sadler  
Priority: The permanent advocacy committees shall be added to the structure of NAD.

Each advocacy committee in their area of expertise can concentrate on the specialized issues that are vital to the Deaf community.

Rationale: The permanent advocacy committee shall enable more members to be involved.

State association shall ask their chapters to coordinate with permanent advocacy committee at local and state levels. This would build up accountability in the Deaf community by involving them in projects that affect the future of Deaf community. The chair of the permanent advocacy committee reports to Vice-President. The Vice-President reports to

President or CEO. President or CEO reports to the Board Members.

Fiscal Impact: NAD shall create one more chair position for Bioethical rights with funds available from treasury or grants.

Steering Committee Recommendations: This committee already exist under Public Policy Committee.

Vision 2020: Objective 2.3; Objective 1.1; Objective 1.2; Objective 1.3

Outcome: This committee exists as a sub-committee under the Public Policy committee.

Freedom of Information – on CI  
2012-KY-PUB

Author's Name: Roger Claussen

Organizational Affiliate: Wisconsin Association of the Deaf

NAD shall work on gathering information and stats regarding Cochlear Implants from the medical profession, including stats on success and failures of those implanted.

Rationale: The medical profession won't release information or stats about the success/failure rate of those implanted along with other stats. The community, parents and medical professionals need to see this information to accurately justify the success rate of CI for future direction regarding CI, speech & language for deaf children.

Fiscal impact: Possible attorney fees.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 1.1; Objective 1.2; Objective 3.

Outcome: Ongoing 2010 Priority #7 National Data Resource Center

D/HH Mainstreaming School Programs  
2012-KY-PUB

Author's Name: Crystal Kelley Schwartz

Seconded by: Angela Botz

NAD shall make it a priority to ensure that all mainstreaming school programs hire Deaf/HH qualified applicants who teach D/HH

pupils in the mainstreaming school programs. Hiring Deaf/HH teachers will improve pupils' education and communication.

Rationale: While NAD to strive to protect and preserve deaf schools, NAD shall also give attention to back plan with mainstream programs which is also a current issue. By hiring qualified Deaf/Hard of Hearing teachers, the cultural and bilingual exposures to deaf and hard of hearing children in the mainstreaming classrooms are preserved. At the same time this ensures that Deaf and Hard of Hearing people are given equal access to job hiring process in the educational system.

Fiscal Impact: Significant costs necessary to achieve this with operational resources to coordinate efforts in 50 states.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 1.2.

Outcome: Ongoing 2010 Priority #2 ASL-English Bilingualism

### Conference Priorities Reduction

2012-KY-GOV

Author's Name: Adrean Clark

Seconded by: Jeanette Johnson

NAD shall work to reduce the number of biannual Conference Priorities to 5 essential priorities.

Rationale: Having a large number of priorities are ineffectual, resulting in many unfinished goals. By reducing the priorities, NAD can ensure that they are completed before the next conference.

Fiscal Impact: Effective use of resources, saving NAD considerable time and money.

Steering Committee Comments: Completed as a motion at the start of General Forum.

Vision 2020: Objective 4.1.

Outcome: Completed by the passage of the standing rules in the start of the first General Forum in the 2012 Conference.

### Non-Partisan Political Action Committee

2012-KY-GOV

Author: Sonny Wasilowski

Seconded by: Todd Murano

NAD shall establish a non-partisan political action committee to encourage, promote and support pro-ASL Deaf person leadership in all political parties and levels of public office.

Rationale: This non-partisan PAC is to increase the number of Deaf persons in public office. The duties of the PAC is to identify pro-ASL Deaf persons ready to run for office today. We draw from our pool of past and present Board members and our various state associations and affiliates, as it includes Deaf leaders in the corporate, non-profit, university, and political arenas. We also identify Deaf persons at all levels of office that have a proven track record to fill the pipeline for higher office.

Fiscal Impact: This non-partisan PAC is to receive contributions and redistribute monies and support for candidate training and recruitment. Money and support is for every level of office, from County Commissioner to President of the United States.

Second, once we have identified candidates, we help them secure the funds they need to win their race. We endorse and provide funds at the maximum campaign finance limit; hold fundraisers among our membership of over 5,000 people; and train candidates and their staff on ways to raise the money necessary to win.

Steering Committee Comments: Refer to 2010-PA-GOV-007 updated status.

Vision 2020: Objective 3.1; Objective 3.3.

Outcome: Removed. Per 501(c)3 rules, it is illegal for a NPO to establish a PAC.

VRS

2012-KY-PUB

Author's Name: Verne Taylor, Jr.

Seconded by: Linda Mahmood

NAD shall establish "watchdog" to ensure VRS

providers to have all VRS interpreters that are qualified and they are met eligibility requirements for quality interpreting on TV screen.

Rationale: Some VRS interpreters demonstrate basic ASL skills and their signs may not be understood by deaf clients/persons who are fluent in ASL.

Fiscal Impact: Significant costs necessary to achieve this with resources due to lack of any regulatory body over VRS providers.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 1.3; Objective 2.1.

Outcome: Referred to HQ operations.

Spanish Language in NAD website  
2012-KY-GOV

Author's Name: Elvia Guillermo

Seconded by: David J. Nelson

NAD shall add written Spanish translation to all website content.

Rationale: The Latino population in USA is increasing rapidly. Latino parents are looking for information for their Deaf children but they don't speak English. Most of Latino parents send their deaf children to mainstreaming schools and get Cochlear Implant for their deaf children because Cochlear Implant companies provide Spanish interpreting services.

Fiscal Impact: Very significant costs.

Steering Committee Comments: Merits consideration. Need clarification on which type of Spanish dialect is desirable.

Vision 2020: Objective 2.2; Objective 4.2.

Outcome: Referred to NAD HQ operations.

40-Hour Privilege Training for NAD Board and Staff

2012-KY-GOV

Author's Name: Leala Holcomb

Organizational Affiliate: California Association of the Deaf

NAD board members and staff need to take an 40-hour privilege training after the NAD

conference to become allies of marginalized people in the Deaf community.

Rationale: NAD board members and staff need to examine the complex web of privilege and the interconnectedness of all types of privileges, as well as systemic sources of privilege and how and why they are difficult to identify in society. The training will help the participants to identify how they are privileged, and how to become allies of marginalized people in the Deaf community.

Fiscal Impact: The cost of the training.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 2.2; Objective 4.5.

Outcome: Referred to NAD HQ operations.

National Member Delegates

2012-KY-GOV

Author's Name: Adrean Clark

Seconded by: Jeanette Johnson

NAD shall have representatives for National Members on the Board and proportional representation of National Members as delegates at the NAD conference.

Rationale: The national delegates will represent NAD members not affiliated with state organizations. This will ensure they are fairly represented at the NAD conference and in other proceedings.

Fiscal Impact: +2 at board meetings and additional delegates at NAD conferences. NAD would need to devote a percentage of national memberships to cover the cost of accommodations and travel for the delegates, the equivalency of the cost for other delegates. Fundraising for the delegates can also be done through the website and other channels.

Steering Committee Comments: Recommend referral to bylaws committee.

Vision 2020: Objective 2.2; Objective 4.2.

Outcome: Referred to Bylaws committee for consideration at the 2014 conference.

Proxy Vote during Elections  
2012-KY-GOV

Author's Name: Jennifer Pfau

Seconded by: Daniel Girard

NAD shall provide proxy votes to all NAD members by email or mail. All NAD members who must be at least one year of NAD membership is qualified to vote.

Rationale: Will ensure NAD members will have a voice who they wish to elect for new officers. There are some NAD members who are not current members of state association but

are members of NAD. Ownership regarding to NAD election, NAD shall provide proxy votes to all NAD members by email or mail. All NAD members who must be at least one year of NAD membership to qualify for proxy vote.

Fiscal Impact: Distribute via email or paper – paper \$500 to print and stamps. Cost to NAD \$500 to \$700.

Steering Committee Comments: Merits discussion. A referral to the bylaws committee is recommended.

Vision 2020: Objective 4.1; Objective 4.5.

Outcome: Referred to the Bylaws committee for consideration at the 2014 conference.

Election (Update the NAD's Voting System)  
2012-KY-GOV

Authors' Names: Rhonda Sadler, Patricia Raswant, Deborah Broadus-Muskauski, Jennifer Grinder Witteborg

Seconded by: Alice Reynolds

NAD shall amend bylaws to allow NAD regular members to vote independently of their delegates.

Rationale: The role of delegates shall be eliminated because the votes of delegates do not represent transparency, and some states cannot afford to send their delegates to the conference. While the roles of delegates shall be eliminated, the basic structure of regions, state associations, and chapters shall remain

the same. Under the updated voting system, the NAD shall announce candidates at least two months prior to the conference. The directors of a state association shall visit each chapter to conduct a town meeting so local members have equal opportunity to deliberate the candidates. Members must be in good standing in order to be eligible to vote. The good standing status includes three years of membership at all local, state, and national levels, attending the meetings regularly, involving with fundraising, and working on the projects that coordinate with the NAD at local and state levels. After each town meeting, the state director shall submit to the NAD Election Committee their lists of members eligible to vote. The members who are unable to attend conference shall vote electronically on the NAD website, and the members who attend the conference shall vote.

Fiscal Impact: N/A

Steering Committee Comments: Merits discussion.

Vision 2020: Objective 2.2; Objective 4.2; Objective 4.5.

Outcome: Referred to the Bylaws committee for consideration at the 2014 conference.

Mandate Housing Urban Development on Culturally Acceptable Housing

2012-KY-PUB

Authors' Names: Michelle Cline & Tom Buell

Organizational Affiliate: New Jersey Association of the Deaf/Arizona Association of the Deaf  
NAD shall mandate government agencies to allow American Sign Language (ASL) to be considered a protected form of a diverse group that qualifies for low-income housing and/or senior housing.

Rationale: Housing Urban Development (HUD) and other government agencies has BLOCKED the process of allowing Apache ASL Trails be a culturally acceptable housing for the deaf and hard of hearing. HUD has required that the word "ASL" be removed from Apache ASL Trails. They are currently blocking

15 Section 8 vouchers and removing a deaf person from his apartment. Currently there are 75 units in the Apache ASL Trails, in which HUD wants only one apartment assigned to a deaf person and release 74 units to hearing individuals -- whether they may be disabled or not, especially to the Latino population. Other states have either pending or existing projects and cannot proceed until this specific matter is resolved in Arizona. It is proposed that NAD mandate; defend; impose that a culturally acceptable housing is needed for a linguistic minority (ASL) and thus not discriminated towards normal bodied people. NAD would assist current projects such as AZ and NJ as well in other areas to counteract the reverse discrimination concept propagated within the agencies of our government. To have victory at Apache ASL Trails will lead to decisions that will create a new precedent that defines ASL as a linguistic minority that must be protected, preserved, and promoted across the nation.

Steering Committee Comments: Merits Consideration. This motion is a combination of 2012-KY-PUB-005 and Tom Buell's motion on the floor during the General Forum on 7/3/2012.

Vision 2020: Objective 1.3; Objective 2.3.

Outcome: Referred to HQ as one of the three directives. Work is already ongoing.

Informed Decision-Making and Language Deprivation

2012-KY-PUB

Author's Name: Kelby Brick

Seconded by: Beth Bendict, Nancy Bloch, Gertrude Galloway, Jay Innes, Tawny Holmes, Richard Jeffries, Kent Kennedy, Libby Pollard and Roz Rosen

The NAD shall set up a Headquarters Ad-Hoc Committee to develop model state and federal legislation to prevent language deprivation.

The Committee shall be comprised of individuals with expertise in various relevant areas including legal, educational and socio- and neuro-linguistic development to look into the possibility of making liable actions that causes harm to Deaf children as a result of the deprivation of American Sign Language and develop model state and federal legislation for such liability.

The committee should also look into developing model state and federal legislation that would

require medical and audiology personnel to refer deaf infants/children and their families to American Sign Language instruction and education prior to undertaking any medical procedure that may presume to provide hearing.

The committee should also develop a strategy for the adoption of these legislation including identifying which states may be most favorable as early adopters of those legislation.

This is to be an ad-hoc Headquarter committee reporting to the CEO.

A full report including the first draft of a model legislation must be completed by December 1, 2013.

Rationale: Past attempts through the educational system to ensure that Deaf children are not

isolated and linguistically deprived have experienced extremely limited success. Alternative approaches needs to be fully explored.

This motion is timely because the United Nations developed and adopted the Convention on

the Rights of Persons with Disabilities ("CRPD") to advance equality further throughout the

world. The CRPD makes repeated specific references to the deaf community and sign language in its text.

The rationale and justification for this proposal comes from the abstract of Language acquisition for deaf children: Reducing the

harms of zero tolerance to the use of alternative approaches; Harm Reduction Journal 2012, 9:16 which specifically states:

“Children acquire language without instruction as long as they are regularly and meaningfully engaged with an accessible human language. Today, 80% of children born deaf in the developed world are implanted with cochlear devices that allow some of them access to sound in their early years, which helps them to develop speech. However, through early childhood, brain plasticity changes and children who have not acquired a first language in the early years might never be completely fluent in any language. If they miss this critical period for exposure to a natural language, their subsequent development of the cognitive activities that rely on a solid first language might be underdeveloped, such as literacy, memory organization, and number manipulation. An alternative to speech-exclusive approaches to language acquisition exists in the use of sign languages such as American Sign Language (ASL), where acquiring a sign language is subject to the same time constraints of spoken language development. Unfortunately, so far, these alternatives are caught up in an “either – or” dilemma, leading to a highly polarized conflict about which system families should choose for their children, with little tolerance for alternatives by either side of the debate and widespread misinformation about the evidence and implications for or against either approach. The success rate with cochlear implants is highly variable. This issue is still debated, and as far as we know, there are no reliable predictors for success with implants. Yet families are often advised not to expose their

child to sign language. Here absolute positions based on ideology create pressures for parents that might jeopardize the real developmental needs of deaf children. What we do know is that cochlear implants do not offer accessible language to many deaf children. By the time it is clear that the deaf child is not acquiring spoken language with cochlear devices, it might already be past the critical period, and the child runs the risk of becoming linguistically deprived. Linguistic deprivation constitutes multiple personal harms as well as harms to society (in terms of costs to our medical systems and in loss of potential productive societal participation).”

Because Headquarters have the legal staff and interns along with necessary key relationships with those having needed expertise, the committee should report to the CEO.

Fiscal Impact: Minimal. The ad hoc committee will be mostly made up of volunteers. NAD staff expertise on the committee would be most helpful and staff’s time will have the biggest fiscal impact. The committee may also benefit from the research expertise of one of the law student interns that the NAD often has. The CEO may lend NAD staff and interns to the committee as he sees fit.

Steering Committee Comments: Merits Consideration.

Vision 2020: Objective 1.1; Objective 1.2; Objective 1.3; Objective 2.1; Objective 3.2.

Outcome: Referred to NAD HQ as one of the 3 directives.

Accountability Task Force  
 2012-KY-GOV  
 Author’s Name: Zachary Ennis  
 Organizational Affiliate: Maryland Association

of the Deaf

NAD shall establish a seven-member Accountability Task Force (five members from regions/affiliates and two members from the NAD Board), with each member appointed by the give regions/affiliates, to define process and success and to develop a way of measuring the progress and completion of the NAD priorities.

Rationale: We need a consistent system where we are able to keep track of the progress of each NAD Priority. We also need to define success – does it mean merely contacting people or legislative action? The Accountability Task Force, along with the NAD Headquarter, should determine the timeline of completion of the Priorities.

Fiscal Impact: Some impact based on staff time to coordinate task force and any possible resources and expenses required by the Task Force.

Steering Committee Comments: Merits consideration.

Vision 2020: Objective 4.1; Objective 4.5.

Outcome: Referred to NAD HQ as one of the three directives.

Continued from page 5

My term will be ended in July 2013. The secretary position will be available and elected at the ASLTA Professional Development Conference in Charlotte, North Carolina during the ASLTA Business Meeting. Secretary's Report continued from page 3

The qualifications that you will need to run as a secretary: Have an ASLTA Professional Certificate, willing to meet online for board meetings, attend ASLTA Professional Development Conference and attend Conference on Interpreter Trainer (CIT) Conference, and work closely with the board of directors. According to the bylaws, the duties of the secretary are:

The Secretary shall keep accurate and complete minutes of all meetings of the Association and the Board of Directors. The Secretary shall maintain a roster of all members of the Association, and shall keep on file all documents, electronic data storage, communications and other papers related to the business of the Association.

If you are interested in the position of secretary, please let the ASLTA Nomination Committee Chair know.

Warm Regards,  
Dorothy M. Wilkins  
ASLTA Secretary  
2009-2013

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Continued from page 5

Inactive chapters are: Alabama, Arizona, California Los Angeles, California Sacramento Valley, Chesapeake Bay, Colorado, Georgia, Missouri, NYC Metro, Oklahoma, South Carolina, South Dakota, Virginia Dogwood, Virginia Shenandoah, West Virginia Mountaineers, and Wisconsin.

Please contact me if you have concerns about your chapter. Also, please send me news.

Below is some news on various chapters.

Thanks,
 Patricia Beech
 Chapter Affiliated Chair, 2012-2013
 E-mail address is: pgbeech@aol.com

Maryland ASLTA

On Saturday November 10th MD-ASLTA had their 3rd state-wide professional development conference hosted at Towson University in conjunction with their 10 year celebration of Deaf Studies Program. We started early with Dr. Sam Supalla from Arizona as our keynote speaker and he talked about Universal Design and how we can apply the language of ASL to Universal Design. We had 2 concurrent workshops in two different time slots before we took a break for lunch. During lunch we had business meeting, election and awards. The new president of MD-ASLTA is Cindy Hall-D'Angelo. The other positions were retained except for the secretary position, which is currently vacant and will be appointed by the MD-ASLTA board.



MDASLTA gave out two awards. We recognized McDaniel College's ASL Studies minor as the excellent ASL program. The board gave recognition award to Ray Conrad for his dedication to the MD-ASLTA board for the past 5 years. After lunch we had two more concurrent workshops led by speakers from all over the US and Canada. We had our endnote speaker with Patty Lessard from California.



The 2012 MD-ASLTA Conference broke a record of 83 participants with over 120 participants. The conference was enjoyable and educational. Here the participants were able to learn new things and develop networking. We had three major sponsors: Sign Media Inc., MD Relay, and Towson University.

That evening MDASLTA sponsored Dr. Sam

Supalla's entertainment, "Deaf to Deaf" after the celebration of Towson University Deaf Studies program 10 year anniversary.

See you in two years hosted by McDaniel College.



North Carolina ASLTA



NCASLTA hosted its 8th Biennial Conference during November 1-3. There were 40 participants.

The new officers for 2012-2014 are:

- President – Beverly Woodel
- Vice President – Kathy Apperson
- Secretary – Ricky Alewine
- Treasurer – Linda Nelson
- PDC – Tanya Miller
- Member At Large – Dr. Joseph Hill



NCASLTA is very active preparing for the 2013 ASLTA Conference.





Veditz ASLTA (Northern Virginia)

On October 13, VASLTA hosted an all-day Blitz event for ASL students at Northern Virginia Community College, Annandale Campus. We had 31 participants, and the Blitz Chair was Kevin Taylor. The principal was Nancy Rarus, and the Homeroom teachers were Larry Gray for Advanced, Brian Leffler & Pat Beech for Intermediate, and Adele Polk for Beginner. Five classes were provided for three levels: ASL Hands by Bradley Brown, Deaf Culture by Paula Debes, Geography by Tom Dowling, Sports by Tim Lavelle, and Theatrics by Brian Leffler. We had booths for Library (Adele Polk), Silent Meadow LLC (Ryszard Szyndowski), and VAD T-shirts (Kathy Ferris).





Deaf Advocate & Leader. Katie Robert gave a presentation on “The Deaf Culture and New Media.” Kara Gournaris gave a presentation on “Curriculum in High Schools/Colleges/Universities in Oregon and Washington State. Lance Forshay gave a presentation on “ASL Verb Morphology.” Kristi Winter and Katie Robert gave a presentation on “Depiction Verbs: New Classifiers.” WA ASLTA president Kristi Winter managed the WA ASLTA annual general membership meeting during the lunch break. Ryan Commerson gave a workshop and was the closing keynote speaker.



WA ASLTA awarded the Geoff Mathay, ASL Teacher of the Year Award to Vicki Moseley. Geoff Mathay was the founder of the Seattle Central Community College ASL Consortium in 2001, which he put countless hours into and made a success. Geoff, who held the ASLTA Professional Certificate, established WA ASLTA in 1998 and was involved in the ASL / Deaf / Deaf Blind / ASLTA communities in many facets, as a teacher, interpreter, and linguist. He was beloved and respected by his students and colleagues. SCCC ASL Consortium ASL Teacher of the Year Award goes to the winner Joani Bishop.

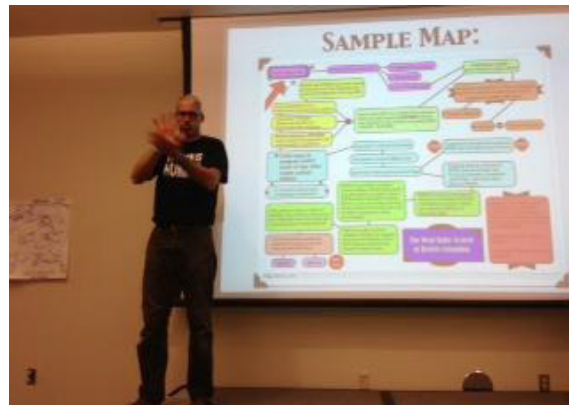


Washington ASLIA

It was so inspiring to see all the ASL teachers teaming up and working together to enhance the quality of our ASL and Deaf Culture teaching!

For more information about this conference, visit WA ASLTA’s Facebook page at <https://www.facebook.com/waasлта>

The 5th Northwest Regional ASLTA Teachers Conference (WA ASLTA and NWASLT A) was held on Oct 12-13 at Pierce College, Puyallup, WA. The theme was “Empowering ASL Teachers: Through Community Collaboration.” The Opening Keynote Speakers were Carol Carrothers, the State Coordinator of the Deaf and Hard of Hearing Services, and Larry Petersen.



Florida ASLTA

Florida ASLTA will soon be 25 years old! This year's annual conference, which begins their silver year celebration, will be held over President's Day Weekend, February 15, 16, and 17, 2013 in South Florida at the Deerfield Beach / Boca Raton Hilton (fly into Ft Lauderdale).



The conference will feature Sharon Hurley Lott, Jason Zinza, and many more. Workshop topics

Sogn up today: www.faslta.org





“Turn-key” Resources for your Deaf Culture and ASL Classes!



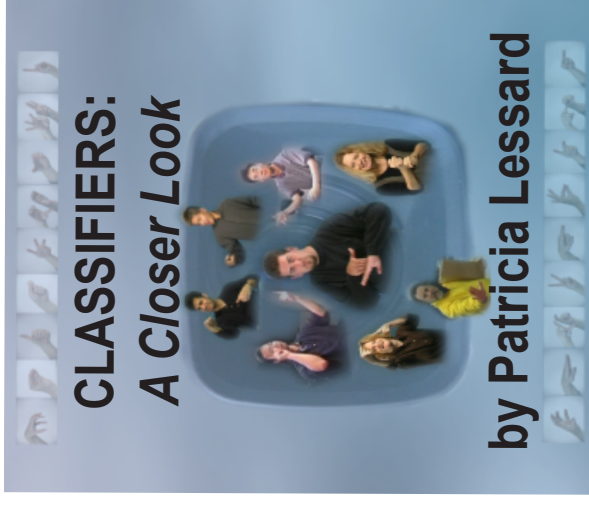
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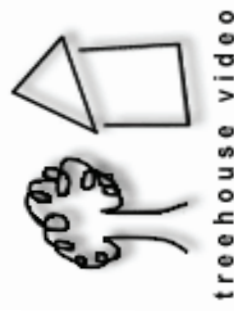


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- Updated second edition - Over 20 minutes of new scenes.
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“A to Z” curriculum for teaching visualization skills. Includes 536-page manual, Classroom DVDs and Lab CDs. Look for updates in 2013!

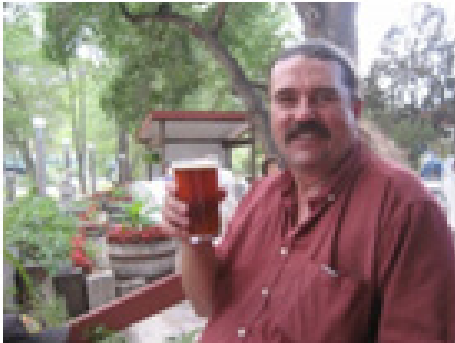


www.treehousevideo.com

Memorial Funds

Two memorial funds have been established by the ASLTA Board to honor several ASLTA members who have passed on. See the information below, and consider making a donation to one or both Funds!

The Board would like to see each fund reach at least \$5,000 prior to accepting any application for funds. Please help! Your donation will help future leaders of ASLTA.



The Tom Riggs Memorial Fund was established to honor Thomas Riggs who was very involved in ASLTA at the national and chapter levels. The monies will go toward supporting ASLTA affiliated chapters in their activities at a state level.

Examples of supported activities:

- Supporting the state chapter conference via sponsorship, program book, or key presenter
- Supporting the chapter President to attend ASLTA conference including the chapter luncheon, especially for first timers
- Supporting invited officers for the leadership and/or advocacy training opportunities provided by ASLTA
- Other appropriate chapter activities at the state level



Fund was established to honor these two former presidents of ASLTA for their support of leadership skills. The monies will go toward supporting leadership and advocacy training for the national and chapter officers.

Training opportunities may include;

- Invited trainers for the ASLTA conference to provide one day pre-conference training in leadership and/or advocacy for invited officers.
- Extended training in leadership and/or advocacy for invited officers in a separate workshop.

Yes!! I am enclosing my donation of \$_____ .

I would like this amount to go to (select one or both):

- Tom Riggs Memorial Fund
- LF2 Memorial Fund

My Name: _____

Address, City, State, Zip: _____

Send check payable to ASLTA to:

ASLTA Treasurer
 P.O. Box 38
 Clinton, WA 98236

The Lawrence Fleischer and Lawrence Forestal (LF2)



ASLTA Conference 2007 DVDs

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Combo (All three DVDs)	29 discs	\$234.85

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Conference Proceedings	_____ x	\$146.95	_____
Combo (All three DVDs)	_____	\$234.85	_____
Orders are non-refundable Portion of proceeds go to ASLTA			Total \$ _____

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CSD (also known as Communication Service for the Deaf, Inc.) is a private, nonprofit organization dedicated to providing broad-based services, ensuring public accessibility and increasing public awareness of issues affecting deaf and hard of hearing individuals. Through global leadership and a continuum of quality communication services and human service programs, CSD provides the tools conducive to a positive and fully integrated life. Please visit us online at www.c-s-d.org to learn more about what we can do for you.



CSD-TV has launched two compelling new programs created by and for the deaf and hard of hearing community.



FYE provides investigative reports, interviews, feature segments and profiles of deaf and hard of hearing people in the news. **Spice Up** takes you into the kitchen of noted deaf chef Jeff Perri as he shares the secrets to creating exciting cuisine. Watch a new episode every week online at www.csd.tv





ASLTA Annual Chapter Affiliation Form

ASLTA Treasurer
P.O. Box 38
Clinton, WA 98236

2012 Annual Chapter Fee
PLEASE PRINT CLEARLY!

Chapter's Name:

_____ Since what year? _____

Contact person: _____ Email: _____@_____

Address: _____

Information about the Chapter Officers:

(This is for the ASLTA Chapter Affiliation Chair to use for distribution of information, communication, Chapter News in the ASLTA's quarterly newsletter, etc. This email will not be shared with third parties)

President: _____ Term _____ to _____

Is the current President a member of ASLTA? Yes _____ No _____

Vice-President: _____ Email: _____@_____

Secretary: _____ Email: _____@_____

Treasurer: _____ Email: _____@_____

PDC: _____ Email: _____@_____

Other(s): _____ Email: _____@_____

URL (if any): _____

Annual Chapter Fee: \$ _____ (\$35)

Donation: \$ _____

For office use only:

Thank you letter sent _____

TOTAL: \$ _____

Be sure to visit our webpage often: www.aslta.org

ASLTA Membership Form

 2013 ASLTA Membership
 P.O. Box 38
 Clinton, WA 98236

2013 Membership Application

To maintain valid certification [Provisional or Qualified or Professional], dues must be paid each and every calendar year.
 Dues cycle is based on annual calendar year. Payment is due in January.

PLEASE PRINT CLEARLY!

Member's Information:
Last: _____ **First:** _____

 Address: _____

Main email: (for inclusion in our website news. This email is NOT shared with 3rd parties.)
 _____@_____

Other contact info: _____

Institutional Affiliation: _____

Membership Categories: (select one)	
Certified Membership (Voting) (for those who have been awarded ASLTA certification) Select your level: <input type="checkbox"/> Provisional <input type="checkbox"/> Qualified <input type="checkbox"/> Professional	\$ _____ (\$50) Certification Exp. Date: _____
Associate [Non-certified] Membership (Voting) (Non-certified ASLTA members, Aspiring Teachers, Mentors, Presenters, ASLHS non-cert. Sponsors)	\$ _____ (\$40)
Supporting Membership (Non-Voting) (for general public – non-teachers – who would like to lend support to the efforts of the national organization)	\$ _____ (\$25)
Institutional Membership (Non-Voting) (for organizations, schools, publishers, etc.)	\$ _____ (\$150)
Donation—please indicate choice: • General (unrestricted): \$ _____ • Thomas Riggs Chapter Fund (restricted): \$ _____ • Lawrence Fleischer and Lawrence Forestal Leadership Fund (restricted): \$ _____	\$ _____
For office use only: Thank you letter sent _____	
TOTAL:	\$ _____

Be sure to visit our webpage often:
www.aslta.org

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 _____ Treasurer
 _____ Member Coord
 Date rec'd _____
 Check nbr _____
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Deadlines For Articles & Advertisements

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Each issue of the ASLTA News consists of 12-20 pages that measure 8 ½” x 11” per page. The ASLTA News is mailed, first class, not bulk! This puts your company’s name and information right in front of your customers!

Send your camera-ready copy (tiff, jpg, pdf) to Alysse Rasmussen (Newsletter Editor) via email: NewsletterEditor@aslta.org.

Send payments to Cathi Bouton, ASLTA Treasurer, P.O. Box 38, Clinton, WA 98236.

Advertising Donation

Size	Quarterly (1 issue)	Annual (4 issues)
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* Thirty days prior to publication.

** Ads will be updated if received prior to normal advertising deadlines. If not, the last quarter’s ad will be re-run.

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