INTP 4040
Practicum for Educational Interpreters
FOUR SEMESTER HOURS
Fall, 2013

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Dewar College of Education & Human Services
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Seal, B.C. (2004). *Best practices in educational interpreting*, 2nd Ed., Boston, M: Allyn and
    Bacon, Inc.

COURSE DESCRIPTION

Prerequisites: INTP 2998, ASLS 3170, 3180, INTP 3010, ASLS 3140, and DEAF 3100.
Structured observation of professional interpreters and an opportunity to acquire additional knowledge about the profession of interpreting.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I.   CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

CCIE LEARNING OUTCOMES

1. LIBERAL ARTS CONTENT
	a. Superior oral and/or written communication skills.
	b. Logical thinking, critical analysis, problem solving, and creativity.
	c. Knowledge and appreciation of multicultural features of society.
	d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.

2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT
	a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
	c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

3. PROFESSIONAL KNOWLEDGE CONTENT**:**
	a. Theories of interpretation, translation, and historical foundations of the profession.
	b. Interpreter role, responsibilities and professional ethics.
	c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
	e. Certification, licensure, business practices and state and federal legislation.

f. Continuing professional development.
g. Stress management and personal health.

4. PROFESSIONAL EDUCATION COMPETENCIES
  C. METHODOLOGY
    i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
    ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.

  D. SUBJECT MATTER
    i. Breadth of knowledge allowing interpretation of general discourse within several fields.
    ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
    iii. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

  E. RESEARCH
    i. Necessity for and values of research on interpretation and interpreter education.
    ii. Essential components of a research protocol.
    iii. Analysis of studies related to interpretation.
    iv. Application of research results to interpretation practice.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

Students will:

COURSE OBJECTIVE	ALIGNED WITH COLLEGE OF EDUCATION CFS	ALIGNED WITH CCIE LEARNING OUTCOMES
1. Demonstrate professional and ethical decision-making skills consistent with theoretical models and standard professional practice, including the rights, roles, and responsibilities of educational interpreters.	CFS I-V	CCIE 1a, b, d CCIE 2a, c CCIE 3 a-e CCIE 4c.i, ii CCIE 4d.iii
2. Analyze the work contexts of professional educational interpreters;	CFS I-V	CCIE 1a-d CCIE 2a, c

identify the demands presented, and identify controls and strategies that lead to effective interpretations and outcomes for students.		CCIE 3b, c, e, g CCIE 4a.i-ii CCIE 4d.iii
3. Read, understand, and critically analyze current literature in the interpreting discipline.	CFS I, V, VI	CCIE 1b, d CCIE 4e.i-iv
4. Exhibit collegiality, respect, and courtesy to colleagues, consumers and employers, and languages with which they work.	CFS III, VI	CCIE 1a-d CCIE 2a, c CCIE 3b, c
5. Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards at all times, and demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of professional conduct.	CFS I, V, VI	CCIE 1a-d CCIE 2a, c CCIE 3b, c

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete a minimum of 100 practicum hours (no points will be awarded for fewer than 100 hours). (CO 1-5)
2. Students will submit narrative reflections of their observations and activities.(CO 1, 2)
3. Students will complete assigned readings and activities.(CO 1, 2, 4, 5)
4. Students will complete an Interpreting topics research paper. (CO 2, 5)
5. Students will complete the "Working with an Interpreter" project. (CO 1)
6. Students will complete decision-making TAPs. (CO 1-5)

COURSE EVALUATION

Activity	Weight
Practicum hours (in-field observations, tutoring, and translation activities)	40%
Bi-Weekly Observation Journals	10%
Reflections and Responses to speakers and activities	10%
Research Paper	20%
"Working with an Interpreter" Presentation Project	10%
Decision-making TAPs (2 @ 50 points each)	10%
Total	100%

Final Grading Scale

94-100 A
87-93 B
80-86 C
73-79 D
<73   F

Note: A grade of "C" or better is required for courses in the major.

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities which are vital to optimal learning. Students who miss more than 20% of the course (3 classes) will be subject to a failing grade. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

CLASSROOM PROCEDURES AND DECORUM

Assignment Submission
Assignments must be submitted in the appropriate *format*, *location* (BlazeVIEW, GoREACT, MS Word, etc.), and *on time*. Assignments that must be resubmitted for any of these reasons are considered late. Late work will be penalized with a 10% deduction within the first 24 hours, 20% within 25-48 hours, and 30% within 49-72 hours. Work will not be accepted more than 72 hours beyond the deadline; no credit will be awarded and no feedback will be given.

Voice Off
Portions of the course will be conducted in ASL. During these designated times, all communication should take place "through the air" (i.e., use of ASL, fingerspelling, or gesture). Voicing/mouthing should not be used during this time—this includes whispering with a neighbor. If you have questions or concerns that you are not able to convey manually, please make a note of them and bring them to the attention of the class only when permission has been given for use of voice. I am happy to speak with you before or after class or make an appointment with you for another time if your concerns are not addressed in class.

Eye gaze
Eye gaze is extremely important in Deaf culture and when communicating using ASL. Looking away during one-on-one conversation is considered rude and distracting. In class, however, it is understood that you may wish to make a note or may just need to rest your eyes for a moment. This behavior is fine. However, reading of unrelated materials or electronic devices (smart phones, PDAs, Kindles, etc.) is not permitted.

Auditory Distractions
Cell phones or pagers should be turned to the OFF (not "vibrate") position and be **out of sight** during class. If you have a special circumstance or emergency that necessitates the possible interruption of class, please let me know beforehand so that I am aware should your cell phone ring or buzz during instruction.

Side Conversations
Class discussion is expected and encouraged. Side comments or conversations, however, distract from teaching and learning and should be avoided. If you have a question or need clarification, please bring it to the attention of the instructor so it can be addressed for the entire class; your peers will likely benefit from your requests for clarification and/or comments.

Consequences
After an initial warning, failure to adhere to the above may result in your being asked to leave the class for the remainder of the session or more serious consequences including grade reduction or dismissal if warnings are not heeded. Absences will be recorded depending on the amount of time remaining in class at the time of the dismissal.

PROFESSIONALISM

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have

committed plagiarism**. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML**.** For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at http://www.valdosta.edu/coe/sec/studentresources.shtml

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

Edit your portfolio to include the new assignment

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The **Description** section can be very brief.

b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.

c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.

d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Hide all pages except the current assignment
The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages**: **Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Submit the portfolio:

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
- Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
- If you do not submit your assignment correctly, your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:

    a. Submitting the assignment and not the portfolio (see #17 above).

    b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.

21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, and follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1.   From the Dashboard: >**Documents**>**New**
2.   Under **Folder**>**Valdosta State University Lesson Plans**
3.   Under **Template**>**Lesson Plan Template for ATTACHED Lesson Plan**
4.   Title: Program SemesterYear LP Observation# Lastname, Firstname
        (e.g. MGED F10 Week 4 LP Martin, Sue)
        No description necessary
5.   >**Save as New Document**
6.   In the document, under **Section for Attaching Lesson Plan**, >**Edit**
7.   At bottom, under **File Attachments**, >**Edit**
8.   >**Upload New File**
9.   >Browse, choose the correct lesson plan, and open it.
10.   >**Save and Finish**, >**Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11.   >**Submit for Review**

How to Post a Portfolio Assignment for Self-Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review.**

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
   - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.
1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review.**

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   - Short Text: Enter responses up to 255 characters.
   - Long Text: Enter responses up to 65,000 characters.
   - Date: Enter the date according to the provided format (MM/DD/YYYY).
   - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
   - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
   - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.

5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

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Directions for Other LiveText Tasks

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How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.
1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

- Go to http://www.livetext.com
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review.**

INSTRUCTOR

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