

**SLPI PAPER #17: FACTORS IMPORTANT TO DEVELOPMENT AND REFINEMENT  
OF SIGN LANGUAGE PROGRAM PHILOSOPHY, POLICY AND PROCEDURES  
DOCUMENTS**

Frank Caccamise and William Newell  
SLPI Co-Developers/Consultants  
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Introduction

This SLPI PAPER provides a list of factors to consider for development and refinement of sign language program philosophy, policy, and procedures documents. A set of principles to assist you in making decisions for these factors are discussed in SLPI PAPER #18, *Principles for Development and Refinement of Sign Language Program Philosophy, Policy, and Procedures Documents*. References to these principles, as appropriate, are provided with the factors listed in this SLPI PAPER. It is important that both these factors and principles are considered, applied, modified, and added to within the context of your goals, resources, and other factors specific to *your* program. In addition, information and model documents to assist in the development of sign language program philosophy, policy, and procedures documents is provided in the Implementing and Monitoring SLPI Use section of the following website:  
[www.rit.edu/ntid/slpi](http://www.rit.edu/ntid/slpi).

Factors Important to Development and Refinement of Sign Language Program Philosophy,  
Policy, and Procedures Documents

1. Reasons and goals for sign language program philosophy, policy, and procedures documents; what your program hopes to achieve.
2. Influence of job entry date and date policy approved (see PRINCIPLE #1).
3. Amount and type of communication (teaching, counseling, etc.) with people who are Deaf and Hard-of-Hearing (students, community, other staff, parents, etc.), communication situations (group and one-to-one), and communication content (see PRINCIPLE #2).
4. Required or expected and preferred sign language communication job entry skill levels (see PRINCIPLES #3 and #4).
5. Timeline(s) for achieving skill level standards (see PRINCIPLES #1, #5, #6, and #7).
6. Influence of job position on entry skill levels and standards (see PRINCIPLES #8, #9, and #10).
7. Highest and lowest skill level standards to be established (see PRINCIPLES #10-to-#14).
8. Options for staff not having skill level standards (see Principle #14B).
9. Consider a “team concept” if you have a diverse population of students and/or clients (see PRINCIPLE #15).

10. Skill level standards, skill levels achieved, and expectations for (re)taking the SLPI (see PRINCIPLE #16).
11. Options if individual does not or is unable to achieve skill level standards (see PRINCIPLES #1, #17, and #18).
12. Resources (instructors, materials, time, etc.) available for conducting sign language assessment services and providing support for sign language communication skills development. If faculty/staff/employee sign language communication skills are being assessed, it is strongly recommended that this be accomplished within the context of an integrated Faculty/Staff/Employee Sign Language Communication Skills Assessment and Development Program.
13. Procedures for determining fairness of job entry skill levels and standards (see PRINCIPLES #7, #19, and #20).
14. Community/External Group Assessment Services: If SLPI services are to be provided for Community/External Groups, a policy and procedures document (or documents) should be developed. All such documents should specify who, in addition to persons taking the SLPI, automatically receive copies of SLPI results.
15. See all PAPERS in this document, *Responses to Frequently Asked Questions about the SLPI*, for additional information that may be helpful to your development of sign language communication philosophy, policy, and procedures documents.