



## **Sherry Shaw, EdD, CSC (ret.)**

### **Interpreter Education Consultants, LLC**

Founder, Owner, Consultant

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### **Professional Summary**

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35+ years of experience in post-secondary interpreter education at two universities; developed undergraduate and graduate courses and programs according to national standards; coordinated Self Study Review, accreditation process, and biennial reporting with Commission on Collegiate Interpreter Education (CCIE); coordinated articulation agreements with two- and four-year programs; served multiple terms as a CCIE Commissioner, Vice President, and Accreditation Team Leader; planned and delivered online, hybrid, and traditional courses; received Quality Matters endorsement for online courses, led and co-led ten study abroad opportunities for students; served as President of research association; developed specialties in interpreting for people who are DeafBlind and Holocaust literacy for interpreters

### **Skills**

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Distance and hybrid delivery	Articulation 2 + 2 models
Qualitative/Mixed Methods design	Accreditation readiness assessment
Doctoral program mentoring	Self-Study Review (SSR) organization
Academic writing and editing	Flipped classroom design
Program planning, assessment, and review	Experiential learning
Admission testing	Leadership and civic responsibility

### **Experience**

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2023-present	Professor Emerita, University of North Florida
2023-2024	Fulbright Specialist to Carinthia University of Applied Sciences, Austria
2007-2022	Undergraduate and Graduate Faculty of ASL/English Interpreting Program Director (2007-2018), Tenured Professor (2013) University of North Florida, USA
1978-present	Private contract ASL/English interpreter National certification, 1982

1989-2007 Faculty (1989-2004)/Program Director (2004-2007)  
Undergraduate and Graduate Faculty, Interpreter Education  
Associate Professor (with tenure, 2007)

### **Certification & Licensure**

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1982-2025 Comprehensive Skills Certificate (CSC, ret.)  
Registry of Interpreters for the Deaf, Inc.

1978-1990 Teacher Licensure, Oklahoma State Department of Education

### **Education**

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2001 Doctorate of Education, University of Memphis (TN, US)  
Program of Study: Instruction and Curriculum Leadership

1981 Master of Education, University of Central Oklahoma  
Program of Study: General Special Education

1978 Bachelor of Science, University of Central Oklahoma  
Program of Study: Learning Disabilities

### **Publications**

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#### **Books**

Roberson, L., & Shaw, S. (Eds.). (2018). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

Shaw, S. (2013). *Service-learning in interpreter education: Strategies for extending student involvement in the Deaf community*. Gallaudet University Press [Vol. 6, Interpreter Education Series].

#### **Book Chapters**

Shaw, S. (2018). Aptitude and disposition: Learned vs. nurtured characteristics of student interpreters. In L. Roberson & S. Shaw (Eds.). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

Shaw, S. (2018). Interpreting for people who are DeafBlind. In L. Roberson & S. Shaw (Eds.). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

#### **Encyclopedia Entries**

Shaw, S. (2015). Interpreting for deafblind persons. In F. Pöschhacker (Eds.), *Routledge encyclopedia of interpreting studies* (pp. 646-650). Routledge.  
<https://doi.org/10.4324/9781315678467>

Shaw, S. (2015). Journal of Interpretation. In F. Pöschhacker (Ed.), *Routledge encyclopedia of interpreting studies* (pp. 715-716). Routledge. <https://doi.org/10.4324/9781315678467>

### Peer-Reviewed Journal Articles

- Craw, C., & Shaw, S. (2007). Social support systems of sign language interpretation students. *Journal of Interpretation*, 69-97.
- Roberson, L., Shaw, S., & Hughes, G. (2025). Admission screening into signed language interpreter education: A longitudinal case study of readiness. *Journal of Interpretation*, 33(1), Article 3. <https://digitalcommons.unf.edu/joi/vol33/iss1/3>
- Roberson, L., Shaw, S. (2024). Signed language interpreter education programs in North America: A Descriptive Study, *Journal of Interpretation*, 32(1), Article 2. <https://digitalcommons.unf.edu/joi/vol32/iss1/2>
- Shaw, S. (2014). Preparing interpreting students to be allies in the Deaf community. *The Interpreters' Newsletter*, 19, 1-11. <https://doi.org/10.13137/1591-4127/10646>
- Shaw, S. (2011). Cognitive and motivational contributors to aptitude: A study of spoken and signed language interpreting students. *Aptitude for Interpreting: Special Issue of Interpreting: International Journal of Research and Practice in Interpreting*, 13(1), 70-84.
- Shaw, S. (2006). Launching international collaboration for interpretation research. *Sign Language Studies*, 6(4), 438-453.
- Shaw, S. (2005). Grandparent involvement in the communication development of children who are deafblind. *Educational Gerontology*, 31(1), 51-71.
- Shaw, S., Grbić, N., & Franklin, K. (2004). Applying language skills to interpretation: Student perspectives from signed and spoken language programs. *Interpreting: International Journal of Research and Practice in Interpreting*, 6(1), 69-100.
- Shaw, S., & Halley, M. (2021). *Service learning during the COVID-19 pandemic: A model of temporal, spatial, and cultural adaptability*, *Journal of Interpretation*, 29(1), Article 3. <https://digitalcommons.unf.edu/joi/vol29/iss1/3/>
- Shaw, S., & Hughes, G. (2006). Essential characteristics of sign language interpretation students: Perspectives of students and faculty. *Interpreting: International Journal of Research and Practice in Interpreting*, 8(2), 195-221.
- Shaw, S., Jacobowitz, E. L., & Himmelreich, K. (2021). Impact of study abroad to Nazi concentration camps: Perceptions of interpreting students on identity-building. *Journal of Interpretation*, 29(1), Article 8. <https://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1125&context=joi>
- Shaw, S., & Jolley, C. (2007). Assessment of service-learning in the deaf-blind community. *Journal of Experiential Education*, 30(2), 134-152. <https://doi.org/10.1177/105382590703000204>
- Shaw, S., & Roberson, L. (2013). Social connectedness of Deaf retirees. *Educational*

*Gerontology*. <https://doi.org/10.1080/03601277.2012.734165>

Shaw, S., & Roberson, L. (2009). Service-learning: Re-centering the Deaf community in interpreter education. *American Annals of the Deaf*, 154(3), 277-283.

Stauffer, L., & Shaw, S. (2006). Personality characteristics for success in interpreting courses: Perceptions of spoken and sign language interpretation students. *Journal of Interpretation*, 11-24.

Walker, J., & Shaw, S. (2011). Interpreter preparedness for specialized settings. *Journal of Interpretation*, 80-92.

Wessling, D. M., & Shaw, S. (2014). Emotional extremes of video relay service interpreters. *Journal of Interpretation*, 23(1), Article 6. <http://digitalcommons.unf.edu/joi/vol23/iss1/6/>

### **Proceedings**

Shaw, S., Timarová, Š., & Salaets, H. (2008). Measurement of cognitive and personality traits in determining aptitude of spoken and signed language interpreting students. In L. Roberson & S. Shaw (Eds.), *Proceedings of the 17th National Convention of the Conference of Interpreter Trainers: Putting the Pieces Together: A Collaborative Approach to Educational Excellence*, pp. 91-109.

Shaw, S. (2002). Grandparent involvement in the communication development of children who are deaf-blind. In S. Hallinan (Ed.), *Proceedings of the Sixth National Deaf-Blind Conference of Australia*, 176-187.

Shaw, S. (2000). Increasing services to children who are deafblind in southeast Arkansas: A strategic model for identifying cultural influences. In J. Lemke (Ed.), *Proceedings of the American Council of Rural Special Education*, 113-119.

## **Teaching**

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### **Courses Taught at University of North Florida (32 courses developed and taught)**

#### Undergraduate (16)

English and ASL Sight Translation  
Interpreting Theory and Process  
Interpreting Process & Skill Development I  
Interpreting Process & Skill Development II  
Advanced Interpreting Process & Skill Development I  
Advanced Interpreting Process & Skill Development II  
Ethical Decision-Making for Interpreters

Research in Interpreting  
Special Topics in Interpreting Assessment  
Preparation: Performance  
Interpreting Skills Lab  
Interpreting for Diverse Populations  
Service Learning in the Deaf Community  
Service Learning with Deaf Children  
Interpreting for Persons who are DeafBlind  
Internship

#### Graduate (16)

Performance Assessment  
Teaching Translation

DeafBlind Interpreting  
Interpreting in Healthcare Settings

Interpreting for Diverse Populations  
 Applied Research in Interpreting  
 Special Topics in Interpreting  
 Holocaust Studies for Interpreters  
 Advanced Interpreting Process & Skill

Development II  
 Service Learning in the Deaf Community  
 Internship, Internship I, Internship II  
 Interpreting Process & Skill Development II  
 Curriculum Development and Revision

### **Courses Taught at University of Arkansas at Little Rock (1989-2007)**

16 courses taught (revised 13, developed 3)

#### Undergraduate

American Sign Language I, II, III, IV  
 Sign to Voice Interpreting  
 Advanced Transliterating  
 Intermediate Interpreting  
 Introduction to Interpreting  
 Interpretation Theory and Process  
 Voice to Sign Interpreting

Fingerspelling  
 Independent Study: Undergraduate Research  
 Introduction to Deafblindness  
 Communication Development for Children  
 who are Deafblind (in collaboration with  
 Utah State University)

#### Graduate

Introduction to Children with Low Incidence  
 Disabilities, Including Deafblindness

Communicating with Persons who are Deaf-  
 Blind (taught at University of MA-Boston)

### **Professional Service**

2020-present	National Technical Institute for the Deaf, Advisory Council
2020-2024	Mid-South Educational Research Association, Research Mentor
2020-2024	Mid-South Educational Research Foundation, Board Member
2023-2024	Mid-South Educational Research Association, President
2022-2023	Mid-South Educational Research Association, Vice Pres., Pres.-Elect
2013-2022	Florida and Virgin Islands Deaf-Blind Collaborative, Board Member
2009-2022	<i>Journal of Community Engagement and Scholarship</i> , Review Board
2020-2021	Mid-South Educational Research Association Florida Director
2015-2018	Commission on Collegiate Interpreter Education, Vice President
2014-2020	Commission on Collegiate Interpreter Education, Commissioner
2010-2017	<i>Journal of Interpretation</i> , Co-Editor
2013	Gallaudet University Press, Book Manuscript Reviewer

### **Affiliations**

Registry of Interpreters for the Deaf	Florida DeafBlind Association
Conference of Interpreter Trainers	

### **Honors & Awards**

2022	Professor Emerita, University of North Florida
2013	<i>Outstanding Graduate Teaching Award</i> , University of North Florida
2012	UNF, <i>Certified Online Instructor</i> (certificate of training completion)

2011-2013	Oscar Muñoz Presidential Professorship, Recipient University of North Florida
2004	<i>Faculty Excellence Award in Teaching</i> University of Arkansas Little Rock
2002	Faculty Intern to University of Graz, Austria

### Selected Presentations

2024	<i>Introduction to Holocaust literacy for interpreters</i> Inservice Trainer/Linz, Austria
2023	<i>Exploring the impact of Holocaust literacy on signed language interpreters</i> Co-Presenter (Dr. E. Lynn Jacobowitz) European Forum of Sign Language Interpreters/Thessaloniki, Greece
2022	<i>Connecting interpreter education to Holocaust literacy research: Impact of study abroad to Nazi concentration camps on student interpreters.</i> Co-Presenter (Dr. E. Lynn Jacobowitz): Conference of Interpreter Trainers King of Prussia, PA
2021	<i>Community connections: Service learning during the COVID-19 pandemic</i> Co-Presenter: Mid-South Educational Research Association/New Orleans, LA
2020	<i>Impact of themed study abroad to Nazi Concentration Camps: Perceptions of interpreting students on identity-building</i> Presenter: Mid-South Educational Research Association/Virtual Conference
2019	<i>Applying features of working memory to the interpreting process and everyday life</i> Distinguished Presenter: University of Arkansas Little Rock  <i>Hub and spokes model of communication impact: Results from a participant-observer ethnography of people who are deaf with disabilities</i> Presenter: Poster Session at the International Deaf Plus Conference/Linz, Austria
2018	<i>Authentic simulation for collaboratively preparing student nurses and American Sign Language interpreting students</i> Co-Presenter (Dr. Linda Connelly) International Nursing Association for Clinical Simulation and Learning Conference/Toronto, Canada
2018	<i>Building alliances with the Deaf community through service learning</i> Co-presenter (Dr. Eileen Forestal) Region IV, Registry of Interpreters for the Deaf Albuquerque, NM
2015	<i>Applying features of working memory to the interpreting process and everyday life</i> Presenter: European Forum of Sign Language Interpreters/Warsaw, Poland
2014	<i>Breaking the mold of tokenism in interpreter and Deaf community alliance</i> Co-presenter (Dr. Eileen Forestal) Conference of Interpreter Trainers/Portland, OR
2013	<i>Readiness criteria for interpreting skill acquisition: Case study of private postsecondary</i>

*interpreter education*

Presenter: Mid-South Educational Research Association/Pensacola, FL

- 2013 *Interacting in clinical settings with patients who are Deaf-Blind*  
Co-presenter (Carolyn Jolley): Institute of Sensory and Language Neurology, Health  
Centre for the Deaf/Linz, Austria
- 2013 *Social connectedness: Generational impact*  
Co-Presenter (Dr. Len Roberson): Jones Memorial Lecture Series  
University of Alberta/Edmonton, Alberta, Canada
- 2012 *Distance learning in interpreter education: Design, integration, & delivery*  
Co-Presenter (Dr. Len Roberson): European Forum of Sign Language Interpreters,  
Trainers Seminar on Sign Language Interpreter Training/Graz, Austria
- 2012 *Trust and responsibility in the Deaf community: The role of community-based learning in  
preparing interpreters*  
Plenary Presenter: Association of Sign Language Interpreters/Bristol, UK
- 2010 *Assessment, standards, and program accreditation: Linking national standards and  
interpreter education*  
Co-Presenter (Dr. Len Roberson): Conference of Interpreter Trainers/San Antonio, TX
- 2010 *Role of service-learning: Re-centering Deaf stakeholders in interpreter education*  
Lead Presenter: Gulf-South Summit on Service-Learning and Community  
Engagement/Athens, GA
- 2009 *Cognitive and motivational contributors to aptitude: A study of spoken and signed  
language interpreting students*  
Presenter: International conference on Aptitude for Interpreting. Towards Reliable  
Admission Testing/Antwerp, Belgium
- 2008 *Measurement of cognitive and personality Traits in Determining Aptitude of Spoken and  
Signed Language Interpreting Students*  
Co-Presenter (Šarka Timarová): Conference of Interpreter Trainers/San Juan, Puerto Rico
- 2006 *Essential characteristics of interpretation students*  
Co-Presenter (Dr. Gail Hughes): American Educational Research Association  
San Francisco, CA
- 2005 *Research model for identifying essential characteristics of interpretation students*  
Presenter: International Conference on Translating and Interpreting as a Social  
Practice/Graz, Austria
- 2002 *Grandparent involvement in communication development of children who are deafblind*  
Presenter: 6<sup>th</sup> National Deaf-Blind Conference/Sydney, Australia