

2012 Mississippi Curriculum Framework

Postsecondary Interpreter Training Technology

(Program CIP: 16.1603 – Sign Language Interpretation and Translation)

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Standards in this document are based on information from the following organizations:

Standards for Interpreter Training Technology Program

National Association of the Deaf (NAD) and the Registry of
Interpreters for the Deaf (RID) Code of Professional
Conduct

Related Academic Standards

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Preface

Interpreter Training Technology Research Synopsis

Interpreters facilitate the cross-cultural communication necessary in today's society by converting one language into another. However, these language specialists do more than simply translate words—they relay concepts and ideas between languages. They must thoroughly understand the subject matter in which they work in order to accurately translate information from one language into another. In addition, they must be sensitive to the cultures associated with their languages of expertise.

Interpreters convert one spoken language into another—or, in the case of sign-language interpreters, between spoken communication and sign language. The services of interpreters are needed in a number of subject areas. While these workers may not completely specialize in a particular field or industry, many do focus on one area of expertise. These areas include, but are not exclusive to, business, education, social services, and entertainment.

Sign-language interpreters facilitate communication between people who are deaf or hard of hearing and people who can hear. Sign-language interpreters must be fluent in English and in American Sign Language (ASL), which combines signing, finger spelling, and specific body language. Most sign-language interpreters either interpret, aiding communication between English and ASL, or transliterate, facilitating communication between English and contact signing—a form of signing that uses a more English language-based word order. Some interpreters specialize in oral interpreting for people who are deaf or hard of hearing and speech-read instead of sign. Other specialties include tactile signing, which is interpreting for people who are blind as well as deaf by making manual signs into their hands, using cued speech, and signing exact English (U. S. Department of Labor Bureau of Labor Statistics, 2011).

Needs of the Future Workforce

- There were over 191,850 interpreters and translators employed in the United States in 2011. (EMSI, 2011) About 26% of interpreters and translators are self-employed; many freelance and work in this occupation only sporadically. In addition to needing fluency in at least two languages, many interpreters need a bachelor's degree. Employment is expected to grow much faster than average. Job prospects vary by specialty and language (U. S. Department of Labor Bureau of Labor Statistics, 2011).

Interpreter Training Technology Projections and Earnings

Region	2011 Jobs	2019 Jobs	Change	% Change	Openings	2010 Median Hourly Earnings
Regional Total	906	1,021	115	13%	295	\$18.84
National Total	191,850	218,504	26,654	14%	63,362	\$22.85

Source: EMSI Complete Employment - 2011.2

Curriculum

The following national standards were referenced in each course of the curriculum:

- *NAD-RID Code of Professional Conduct*
- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 9 and 10* Academic Standards
- *21st Century Skills*

Assessment

Students are assessed using the Interpreter Training Technology MS-CPAS2 test. The MS-CPAS2 blueprint can be found at <http://www.rcu.msstate.edu/>.

- a. A student's technical skill attainment for completion of the Career Certificate will be assessed utilizing the MSCPAS Career Certificate (Y1) assessment score.
- b. A student's technical skill attainment for the Technical Certificate and/or the Associate of Applied Science degree will be assessed utilizing the student's MSCPAS Career Certificate (Y1) assessment and MSCPAS Technical Certificate (Y2) assessment.
- c. Timing of Y1 and Y2 Assessments:
 - a. A student may complete the Y1 assessment upon application for the Career Certificate.
 - b. A student may complete the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged.)
 - c. A student may complete both the Y1 and the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged).

If there are questions regarding assessment of this program, please contact the Instructional Design Specialist at the Research and Curriculum Unit at 662.325.2510.

According to Senate Bill 2794, Section 2(b) below, interpreters must take the Mississippi Quality Assurance Screening or hold certification from the National Association of the Deaf or National Registry of Interpreters for the Deaf in order to Register in Mississippi.

- *“On or after July 1, 2005, no person shall provide interpreting services and/or represent himself or herself as an interpreter for deaf or hard of hearing consumers for compensation unless such person is registered with the registering authority according to the provisions of the section. To register as an interpreter, one must: hold certification from the National Association of the Deaf or National Registry of Interpreters for the Deaf or a Quality Assurance Screening Level.” Senate Bill 2794, Section 2(b)*
- *The “registering authority” mentioned above is the ODHH, which is an office under MS Department of Vocational Rehabilitation called Office of Deaf and Hard of Hearing. You can find the office’s Web site here: <http://www.odhh.org/index.php>*

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard and/or D2L site
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.
- 21st Century Skills – To learn more about 21st Century Skills, please go to <http://www.p21.org/> and click on Overview – 21st Skills Framework.
- Related Academics – To learn more about Related Academics, please go to <http://www.ctb.com/ctb.com/control/main?p=home> and click on the TABE logo and learn about the most updated standards of the TABE exam.

Program Exceptions

There are no program exceptions at this time.

Articulation

There is no articulated credit at this time.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:

- Career–technical core – A required career–technical course for all students
 - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Career–technical elective – An elective career–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate

courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

- *Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.*

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.

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Program Description

The Interpreter Training Program is a career and technical program designed to prepare students to interpret/transliterate spoken English into American Sign Language and American Sign Language into spoken English while working with people who are deaf or hard of hearing. The interpreter works in a variety of settings, including educational, medical, community, business, and occupational. The primary goal of the program is to prepare students to have the knowledge and understanding of the work of a sign language interpreter, develop language skills, and be ready to take the state-level screening test. After a student has passed state-level screening, he or she is ready for an entry-level position in which he or she will continue to gain knowledge and skills and prepare for national certification.

All training activities and instructional material emphasize the importance of maintaining high personal standards. Work habits and ethical practices required on the job are an integral part of the instruction. Students will not only receive hands-on learning experiences in the classroom with industry standard equipment, but they will venture out into the deaf community to apply their knowledge. Upon completion of the program, the student will be awarded the Associate of Applied Science degree in Interpreter Training Technology.

Suggested Course Sequence*

Interpreter Training Technology

Career Certificate Option

A Career Certificate will be awarded upon completion of the required courses for the Career Certificate option in Interpreter Training Technology.

*IDT 1113	Introduction to Interpreting	3 sch: 3 hr. lecture
*IDT 1123	Foundations of Deafness	3 sch: 3 hr. lecture
*IDT 1211	Expressive and Receptive Fingerspelling	1 sch: 1 hr. lecture
*IDT 1224	American Sign Language I	4 sch: 3 hr. lecture, 2 hr. lab
*IDT 1234	American Sign Language II	4 sch: 3 hr. lecture, 2 hr. lab
*IDT 1253	Transliterating I	3 sch: 3 hr. lecture
*IDT 2263	Transliterating II	3 sch: 3 hr. lecture
*IDT 2323	Educational Interpreting	3 sch: 3 hr. lecture
*IDT 2313	Sign-to-Voice Interpreting I	3 sch: 3 hr. lecture
	Approved Elective	3 sch
	Total Semester Credit Hours for a Career Certificate	30 sch

MSCPAS2 test will be administered upon completion of the above courses.

***These course competencies will be assessed in the MSCPAS2 Y1 Test.**

Students who lack entry level skills in math, English, science, etc. will be provided related studies.

Suggested Course Sequence*

Interpreter Training Technology

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all required Career Certificate courses **AND** the following required Technical Certificate courses in the Electrical Technology program.

	Career Certificate	30 sch
*IDT 2243	American Sign Language III	3 sch: 2 hr. lecture, 2 hr. lab
*IDT 2333	Interpreting	3 sch: 3 hr. lecture
*IDT 2343	Sign-to-Voice Interpreting II	3 sch: 3 hr. lecture
*IDT 2353	Interpreting in Special Situations	3 sch: 3 hr. lecture
IDT 2413	Interpreting Practicum	3 sch: 150 Clock Hours
	Semester Credit Hour Total	45 sch

The year 2 MSCPAS2 test will be administered upon completion of the above courses.

***These course competencies will be assessed in the MSCPAS2 Y2 test.**

Suggested Course Sequence Interpreter Training Technology

Associate of Applied Science Degree Option

To receive the Associate of Applied Science Degree in Interpreter Training Technology, a student must complete all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

Career Certificate Courses	30 sch minimum
Technical Certificate Courses	15 sch minimum
General Education Core Courses	15 sch minimum
Total Semester Credit Hours for the Associate of Applied Science Degree	60 credits minimum hours earned as a compilation of Career, Technical, and Academic credit hours.

Approved Career–Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour **(after informing the Mississippi Community College Board [MCCB] of the change)**

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence to reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (**with MCCB approval**)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is **not** required.

APPROVED CAREER AND TECHNICAL ELECTIVES

IDT 2363	Artistic Interpreting	3 sch: 3 hr. lecture
IDT 2373	Legal Interpreting	3 sch: 3 hr. lecture
CDT 1214	Child Development I	4 sch: 3 hr. lecture, 2 hr. lab
BOT 1613	Medical Terminology I	3 sch: 3 hr. lecture
LET 1113	Introduction to Law	3 sch: 3 hr. lecture
Other instructor approved electives that are listed in the MCCB approved CTE Uniform Course Numbering document		

APPROVED ACADEMIC ELECTIVES

BAD 2533	Computers in Business and Industry	3 sch: See Appropriate Program Description
SOC 2113	Introduction to Sociology	3 sch: See Appropriate Program Description
SPT 2173	Interpersonal Communication	3 sch: See Appropriate Program Description
ENG 1123	English Composition II	3 sch: See Appropriate Program Description
PSY 1513	General Psychology I	3 sch: See Appropriate Program Description
PSY 1523	General Psychology II	3 sch: See Appropriate Program Description
EDU 2513	Introduction to Elementary Education	3 sch: See Appropriate Program Description
EDU 2613	Introduction to Secondary Education	3 sch: See Appropriate Program Description
CRJ 1313	Introduction to Criminal Justice	3 sch: See Appropriate Program Description
EPY 2513	Child Psychology	3 sch: See Appropriate Program Description
SPT 1233	Acting I	3 sch: See Appropriate Program Description
Other instructor approved electives that are listed in the MCCB approved Academic Uniform Course Numbering document		

Interpreter Training Technology Courses

Course Name: Introduction to Interpreting

Course Abbreviation: IDT 1113

Classification: Career-Technical Core

Description: Defines interpreting terms; lists and discusses code of ethics; placement of interpreters in various settings; discusses environmental factors; and describes the assessment and certification process. (3sch: 3hr. lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Recognize, discuss, and use elements of effective communication.	DOK2, RID2, RID4
a. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the field of interpreting.	
b. Identify construction of messages.	
c. Identify linguistics of registers.	
d. Discuss the importance of effective communication skills as an interpreter.	
3. Discuss the impact of culture and current issues that impact the interpreting profession.	DOK2, RID2, RID3
a. Define <i>culture</i> and the difference between <i>collectivist culture</i> and <i>individualist culture</i> .	
b. Describe how culture influences behavior and communication.	
c. Identify current issues that relate to communication skills.	
d. Discuss how culture and current issues affect interpreters.	
4. Describe and discuss the placement of interpreters in various settings.	DOK2, RID3
a. Explain the difference between <i>consecutive interpretation</i> and <i>simultaneous interpretation</i> .	
b. Explain the difference between <i>translation</i> , <i>transliteration</i> , and <i>interpretation</i> .	
c. Discuss the differences in various types of settings where interpreters work and how the settings affect the work.	
d. Identify the philosophies and professional behaviors appropriate for various interpreting settings.	
5. Describe the assessment and certification process.	DOK2, RID7
a. Identify the difference between state assessments and national certifications.	
b. Explain the process of state assessments.	
c. Explain the process of national certifications.	
d. Explain the state requirements and procedures for the required state registration for	

interpreters.

STANDARDS

Standards for Program

- RID-1. Interpreters adhere to standards of confidential communication.
- RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- RID-4. Interpreters demonstrate respect for consumers.
- RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- RID-6. Interpreters maintain ethical business practices.
- RID-7. Interpreters engage in professional development.

Course Name: Expressive and Receptive Fingerspelling

Course Abbreviation: IDT 1211

Classification: Career–Technical Core

Description: This course will develop beginning expressive and receptive fingerspelling skills based on word and phrase recognition principles. Fingerspelling is an important part of communicating. (1sch: 1hr. lecture).

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Develop beginning expressive and receptive fingerspelling skills.	DOK2, RID2
a. Discuss the manual alphabet and demonstrate usage.	
b. Use appropriate physical parameters of basic fingerspelling.	
c. Identify the pros and cons of signing versus fingerspelling.	
3. Produce hand shapes of the alphabet.	DOK4, RID2
a. Demonstrate fluency in fingerspelling.	
b. Demonstrate clarity in fingerspelling.	
4. Utilize receptive fingerspelling skills.	DOK3, RID2
a. Demonstrate content, context, and closure skills.	

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RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Foundations of Deafness

Course Abbreviation: IDT 1123

Classification: Career–Technical Core

Description: This course will provide students with knowledge in types of communication problems resulting from deafness, ease in mixing with deaf persons, occupational trends for the deaf, causes and physiological aspects of deafness, and social barriers faced by deaf individuals. Deaf individuals and leaders in the community will be invited into the classroom to discuss these topics along with professionals working with the deaf in various situations. The course is also designed for students majoring in interpreting for the deaf, teachers, teachers' aides, school counselors, and so forth. This course provides a review of a normal mechanism of speech and hearing and how they are affected by hearing loss, as well as an emphasis on the history of deafness, trends in deaf education, and the deaf community and its culture. (3 sch: 3 hr. lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Describe and discuss the causes and physiological aspects of deafness.	DOK1
a. Describe the structure, function, and common disorders of the ear.	
b. Identify the causes of deafness.	
c. Define terms specifically related to the physiology of the ear.	
d. Identify steps in reading an audiogram.	
3. Recognize social barriers and communication problems faced by deaf individuals.	DOK2, RID4
a. Identify problems that occur between deaf individuals and the hearing world and the necessity of finding new, enlightened, and humane solutions to them.	
4. Discuss the impact of community on deaf individuals.	DOK2, RID4
a. Identify the social attitudes of the hearing towards the deaf and their effect on the development of the deaf individual.	
b. Summarize how institutions of socialization, such as family and school, enhance or hinder the social, cognitive, and psychological development of the deaf individual.	
5. Discuss the impact of culture on deaf individuals.	DOK2, RID4
a. Identify the cultural attitudes of the hearing towards the deaf and their effect on the development of the deaf individual.	
b. List major changes in employment of the deaf.	
c. Summarize how trends over the last decade have benefited the deaf culture.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

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- RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- RID-4. Interpreters demonstrate respect for consumers.
- RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- RID-6. Interpreters maintain ethical business practices.
- RID-7. Interpreters engage in professional development.

Course Name: American Sign Language I

Course Abbreviation: IDT 1224

Classification: Career–Technical Core

Description: A developmental course, meaning that the students (whatever their competency level at the beginning of the course) are expected to grow continuously throughout the semester. The students will develop a high degree of familiarity with and a respect for the usage of the basic principles of American Sign Language (ASL) through nonverbal communication techniques, eye training, and fingerspelling. Also, students will be introduced to the basic patterns of ASL through discipline and instruction. (4 sch: 3 hr. lecture, 2 hr. lab).

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Develop interpersonal, interpretive, and presentational communication skills.	DOK3, RID2
a. Participate in face-to-face conversations and share information related to specific topics.	
b. Demonstrate comprehension of basic personal and social questions by responding to the deaf.	
c. Express descriptions of self, people, and places using short presentations.	
3. Develop knowledge and understanding of deaf culture through practices, perspectives, and products of deaf culture.	DOK2, RID2
a. Identify the beliefs, values, and attitudes within the deaf culture.	
b. Summarize the products of culture and their uses as related to the deaf.	
4. Use American Sign Language to connect with other topics.	DOK3, RID2
a. Engage in one-on-one conversations to discuss other topics and make connections to nonrelated subjects.	
b. Acquire information from conversations dealing with various viewpoints of the deaf.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

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RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Transliterating I

Course Abbreviation: IDT 1253

Classification: Career–Technical Core

Description: Studies skills required to transmit English into Conceptually Accurate Signed English (CASE). Three lecture hours. (3 sch: 3 hr. lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct. (CPC)	
b. Apply the principles in all aspects of interpreting for the Deaf.	
2. Demonstrate use of ASL concepts in English word order.	DOK3, RID2
a. Utilize CASE to produce appropriate target language.	
3. Recognize differences between ASL and other methods of English sign codes.	DOK2, RID2
a. Discuss SEE1, SEE2, SE, Rochester methods, and so forth.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: American Sign Language II

Course Abbreviation: IDT 1234

Classification: Career–Technical Core

Description: An introduction to sign language idioms and English idioms. This course will introduce ways to express English idioms in signs and also the vocabulary for the sign language idioms. Continuation of building student's sign language vocabulary is a primary interest of this course. Deaf-resource people, videotapes, and other related materials will be included. (4 sch: 3 hr. lecture, 2 hr. lab).

Prerequisite: IDT 1224

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct. (CPC)	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Develop interpersonal, interpretive, and presentational communication skills.	DOK3, RID2
a. Participate in conversations with teacher and classmates on common topics.	
b. Demonstrate comprehension of messages while communicating with deaf individuals.	
c. Demonstrate ability to make short presentations in ASL.	
3. Develop knowledge and understanding of deaf culture through practices and perspectives of deaf culture and results of interaction between hearing and deaf culture.	DOK2, RID2
a. Compare and analyze beliefs, values, and attitudes within the deaf culture.	
4. Apply the use of ASL to connect with other topics and expand knowledge.	DOK4, RID2
a. Use a comprehensive vocabulary to converse in small groups about various topics.	
b. Demonstrate appropriate conversation techniques of various viewpoints of the deaf when discussing these with other cultures.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: American Sign Language III

Course Abbreviation: IDT 2243

Classification: Career–Technical Core

Description: An advanced-level course in American Sign Language (ASL). Will expand sign vocabulary to include English and deaf idioms and proper use in both languages. Concentration will be on proficiency in both ASL and methods of simultaneous translation of hearing-impaired people who communicate in various forms of manual English. Increased emphasis will be placed on the development of native-like fluency. Instruction is through conversational techniques incorporating additional principles and vocabulary items. (3 sch: 2 hr. lecture, 2 hr. lab).

Prerequisites: IDT 1224 and IDT 1234.

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Develop interpersonal, interpretive, and presentational communication skills.	DOK3, RID2
a. Participate in conversations with teacher and classmates on common topics.	
b. Demonstrate comprehension of messages while communicating with deaf individuals.	
c. Demonstrate ability to make short presentations in ASL.	
3. Develop knowledge and understanding of deaf culture through practices and perspective of deaf culture.	DOK2, RID2
a. Analyze social situations and use appropriate responses to these situations.	
b. Compare and analyze beliefs, values, and attitudes within the deaf culture.	
4. Use ASL to connect with other subject areas and expand knowledge.	DOK4, RID2
a. Apply a comprehensive vocabulary to converse in groups about various topics and subjects.	
b. Demonstrate appropriate conversation techniques, exchanging information and opinions about viewpoints of the deaf.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Interpreting in Special Situations

Course Abbreviation: IDT 2353

Classification: Career–Technical Core

Description: This course includes lectures and observation of interpreters in various settings, including educational, legal, medical, religious, platform, deaf-blind, mental health, and so forth. (3 sch: 3 hr. lecture).

Prerequisite: Approval of instructor

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Observe practicing interpreters in a variety of settings.	DOK3, RID1, RID2, RID3, RID6
a. Reports and/or discussions of each observation will be required.	
b. Discuss the CPC in each setting.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Sign-to-Voice Interpreting I

Course Abbreviation: IDT 2313

Classification: Career–Technical Core

Description: Classroom work giving verbatim translations and sign-to-voice materials. There is an emphasis on the use of tapes and simulated situations. Vocabulary development, word endings, and the use of temporary signs are discussed. Students will learn to translate simultaneously from manual English to spoken English and learn to interpret from American Sign Language (ASL) to spoken English while keeping appropriate English diction. (3 sch: 3 hr. lecture).

Prerequisite: IDT 2243

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Recognize and discuss elements of effective communication.	DOK2, RID2
a. Define, spell, pronounce, and use a comprehensive vocabulary.	
b. Identify construction of messages.	
c. Discuss the importance of effective communication skills as an interpreter.	
3. Describe the importance in accuracy of interpretation.	DOK2, RID2
a. Explain word usage and its importance in sign-to-voice interpreting.	
b. Define message analysis and how it is used in the sign-to-voice process.	
c. Define and explain processing time, and what an effective process time would be in sign-to-voice interpreting.	
4. Describe and discuss the effective use of English Equivalents.	DOK 2, RID2
a. Define, record, spell, pronounce, and gloss in ASL from vocabulary journals.	
b. Identify and explain effective use of English idiomatic expressions.	
c. Identify and explain effective use of the accuracy of English equivalent choices.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Interpreting

Course Abbreviation: IDT 2333

Classification: Career–Technical Core

Description: Accuracy and clarity in expressive interpreting at a conversational speed. Refine and build English-to-ASL skills. Role-play and videos of actual experiences will be used. (3 sch: 3 hr. lecture).

Corequisite: IDT 2243

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Discuss and demonstrate the ability to process between English and ASL.	DOK3, RID2
a. Investigate message analysis.	
b. Formulate appropriate English-to-ASL equivalents.	
3. Produce a message moving from the source to the target language.	DOK3, RID2
a. Illustrate the message with conceptual accuracy.	
b. Analyze the message to maintain the speaker's intent.	
4. Utilize ASL linguistic techniques of interpreting.	DOK3, RID2
a. Define and discuss the various structure techniques of interpreting, such as listings, directions, classifiers, locatives, plurals, and multiple-meaning words.	
b. Produce the various structure techniques of interpreting, such as listings, directions, classifiers, locatives, plurals, and multiple-meaning words.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Transliterating II

Course Abbreviation: IDT 2263

Classification: Career–Technical Core

Description: Further study of the skills of transmitting English into Conceptually Accurate Signed English (CASE). (3 sch: 3 hr. lecture).

Prerequisite: IDT 1253

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Demonstrate further use of ASL concepts in English word order.	DOK3, RID2
a. Utilize CASE to produce appropriate target language.	
3. Apply use of transliterating to connect with other topics (places, people, and things) utilizing CASE.	DOK3, RID2
a. Develop comprehensive vocabulary to be used in small groups on a variety of topics.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Educational Interpreting

Course Abbreviation: IDT 2323

Classification: Career–Technical Core

Description: Studies techniques and ethics involved in educational interpreting focusing on special settings, code of conduct, physical arrangements, and resources for educational interpreters. Further study of the skills of transmitting English into Conceptually Accurate Signed English (CASE). (3 sch: 3 hr. lecture).

Prerequisite: None

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Recognize and sign both expressively and receptively new vocabulary.	DOK3, RID2
a. Recall the parameters of each sign individually.	
b. Illustrate the parameters of each sign individually.	
3. Analyze situations and determine how the Code of Professional Conduct should be applied.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Discuss and test situations and scenarios to determine the best ethical practice for each educational situation.	
b. Draw conclusions using the tenets and subtenets of the CPC as to which tenets are applicable to each educational situation.	
c. Develop a logical argument to support and defend a best ethical practice based on a hypothesized scenario.	
4. Identify and analyze discourse strategies used within educational settings.	DOK2
a. Make observations of appropriate behavior, roles, and responsibilities of educational interpreters in various educational settings.	
b. Report observations of behavior, roles, and responsibilities of educational interpreters in various educational settings.	
c. Observe educational interpreters in the workplace.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Sign-to-Voice Interpreting II

Course Abbreviation: IDT 2343

Classification: Career–Technical Core

Description: Continue classroom work giving verbatim translations and sign-to-voice materials. There is an emphasis on the use of tapes and simulated situations. Vocabulary development, word endings, and the use of temporary signs are discussed. Students will learn to translate simultaneously from manual English to spoken English and to interpret from American Sign Language (ASL) to spoken English while keeping appropriate English diction. (3 sch: 3 hr. lecture).

Prerequisite: Approval of instructor

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK3, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Recognize and discuss elements of effective communication.	DOK2, RID2
a. Define, spell, pronounce, and use a comprehensive vocabulary.	
b. Identify construction of messages.	
c. Discuss the importance of effective communication skills as an interpreter.	
3. Describe the importance in accuracy of interpretation.	DOK2, RID2
a. Explain word usage and why it is important in sign-to-voice interpreting.	
b. Define message analysis and how it is used in the sign-to-voice process.	
c. Define and explain processing time and what an effective process time would be in sign-to-voice interpreting.	
4. Describe and discuss the effective use of English Equivalents.	DOK2, RID2
a. Define, record, spell, pronounce, and gloss in ASL in vocabulary journals.	
b. Identify and explain effective use of English idiomatic expressions.	
c. Identify and explain effective use of the accuracy of English-equivalent choices.	
5. Apply concepts of appropriate use of mouth morphemes.	DOK3, RID2
a. Identify various mouth morphemes.	
b. Compare and contrast mouth morphemes (i.e., cha, mm, oo)	
c. Integrate appropriate body language and movement associated with mouth morphemes.	
d. Analyze and draw conclusions as to the effectiveness of ASL grammar and syntax when mouth morphemes are used correctly.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Artistic Interpreting

Course Abbreviation: IDT 2363

Classification: Career–Technical Elective

Description: Study of the principles and techniques of artistic interpreting including literary and musical works. (3 sch: 3 hr. lecture).

Prerequisite: Approval of instructor

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	^{DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7}
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Develop an appreciation for the arts.	^{DOK3}
a. Identify the principles of artistic interpreting.	
b. Demonstrate an appreciation of the contributions of deaf arts.	
3. Discuss techniques used in artistic interpreting.	^{DOK4}
a. Interpret portions of literary and musical works.	
b. Demonstrate the techniques of interpreting plays and dramas.	
c. Demonstrate the techniques of interpreting poetry and songs.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Legal Interpreting

Course Abbreviation: IDT 2373

Classification: Career–Technical Elective

Description: This is a preparation course for legal interpreting. The student will learn to anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, and practice interpreting legal texts. (3 sch: 3 hr. lecture).

Prerequisite: Approval of instructor

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct.	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Discuss the established policies and procedures for interpreting in the legal setting.	DOK3, RID7
a. Identify the National Interpreter Certification (NIC) process for gaining legal credentials in interpreting.	
b. Summarize and highlight ways to apply concepts of this NIC process.	
3. Recognize and discuss elements of legal process.	DOK3, RID7
a. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the legal profession.	
b. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the field of interpreting.	
4. Discuss the impact of culture and current issues that impact the interpreting profession.	DOK2
a. Explain the difference between <i>consecutive interpretation</i> and <i>simultaneous interpretation</i> and <i>sight interpretation</i> .	
b. Explain the difference between <i>translation</i> , <i>transliteration</i> , and <i>interpretation</i> .	
c. Explain rendering the message faithfully, using mode/manner of consumer and how the message relates.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

RID-4. Interpreters demonstrate respect for consumers.

RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.

RID-6. Interpreters maintain ethical business practices.

RID-7. Interpreters engage in professional development.

Course Name: Interpreting Practicum

Course Abbreviation: IDT 2413

Classification: Career–Technical Core

Description: Application of interpreting/transliterating skills in a supervised, approved site(s). All contact hours will be verifiable, and direct observation will be administered by practicum supervising interpreter. (3 sch: 150 clock hours)

Prerequisite: Approval of instructor

Competencies and Suggested Objectives	
1. Utilize the guiding principles of professional conduct.	DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Identify the Code of Professional Conduct (CPC).	
b. Apply the principles in all aspects of interpreting for the deaf.	
2. Work with a supervising/mentor interpreter.	DOK2, RID 7
a. Create a daily time log of activities and tasks.	
b. Provide a detailed work schedule.	
c. Provide documentation of work experience from supervising/mentor interpreters.	
3. Apply classroom skills to supervised work setting.	DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Practice professional ethics.	
b. Use interpreting skills learned in a real-world environment.	
4. Prepare for working in the field.	DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Sit for a state or national assessment.	
b. Register with the state Office on Deaf and Hard of Hearing.	
5. Analyze situations and determine how the CPC should be applied.	DOK4, RID1, RID2, RID3, RID4, RID5, RID6, RID7
a. Discuss and examine situations and scenarios to determine the best ethical practice for situations.	
b. Draw conclusions using the tenets and subtenets of the CPC as to which tenets are applicable to each situation.	
c. Develop a logical argument to support and defend a best ethical practice based on a hypothesized scenario.	
6. Complete basic forms related to the field of interpreting.	DOK4, RID6
a. Conduct and calculate basic mathematical formulations to show billable hours.	
b. Tabulate mileage computations for sample billing forms.	
c. Report and tabulate required minimum hours necessary to complete the internship/practicum setting.	

STANDARDS

Standards for Program

RID-1. Interpreters adhere to standards of confidential communication.

- RID-2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- RID-3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- RID-4. Interpreters demonstrate respect for consumers.
- RID-5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- RID-6. Interpreters maintain ethical business practices.
- RID-7. Interpreters engage in professional development.

Appendix A: Course References

IDT 1113 Introduction to Interpreting

Humphrey, J. H., & Alcorn, B. J. (2007). *So, you want to be an interpreter?* Renton, WA: H & H Publishing Co., Inc.

IDT 1123 Foundations of Deafness

Mindness, A. (2006). *Reading between the signs* (2nd ed.). Boston, MA: Intercultural Press.

Moore, D. F. (2001). *Educating the deaf: Psychology, principles, and practices* (5th ed.). Boston, MA: Houghton Mifflin Company.

IDT 1224 American Sign Language I

Lentz, E. M., Mikos, K., & Smith, C. (1992). *VISTA signing naturally level I*. San Diego, CA: Dawn Sign Press.

Fant, B. B., & Fant, L. (2008). *The American Sign Language phrase book* (3rd ed.). New York, NY: McGraw Hill.

Resource:

Borden, B. B. (1996). *ASL: The art of interpreting*. Plymouth, MI: Hayden-McNeil Publishing

IDT 1253 Transliterating I

Bromberg, M., & Gordon, M. (2000). *One thousand one hundred words you need to know*. Hauppauge, NY: Barrons Educational Services, Inc.

Costello, E. (2000). *American Sign Language dictionary*. New York, NY: Random House.

Kelly, J. E. (2001). *Transliterating: Show me the English*. Alexandria, VA: RID Press.

Scheetz, N. A. (2009). *Building ASL interpreting and translation skills*. Boston, MA: Pearson Education, Inc.

Shroyer, E. H. (1982). *Signs of the times*. Washington, DC: Clerc Books, Gallaudet University Press.

IDT 1234 American Sign Language II

Lentz, E. M., Mikos, K., & Smith, C. (1992). *VISTA signing naturally level I*. San Diego, CA: Dawn Sign Press.

Lentz, E. M., Mikos, K., & Smith, C. (1992). *VISTA signing naturally level 2*. San Diego, CA: Dawn Sign Press.

IDT 2243 American Sign Language III

Lentz, E. M., Mikos, K., & Smith, C. (1992). *VISTA signing naturally level 2*. San Diego, CA: Dawn Sign Press.

Scheetz, N. A. (2009). *Building ASL interpreting and translation skills*. Boston, MA: Pearson Education, Inc.

Madsen, W. J. (1982) *Intermediate conversational sign language*. Washington DC: Gallaudet University Press.

Resource:

Dicker, L. (1978) *Facilitating manual communication for interpreters, students, and teachers*. Washington, DC: RID Press.

IDT 2313 Sign-to-Voice Interpreting I

Kelly, J. E. (2001). *ASL-to-English interpretation: Say it like they mean it*. Alexandria, VA: RID Press.

IDT 2333 Interpreting

Fischer, T. J. (1998). *Establishing a freelance interpretation business: Professional guidance for sign language interpreters*. Hillsboro, OR: Butte Publications.

Humphreys, L. (2007). *The professional sign language interpreting handbook*. West Van Nuys, CA: Sign Language Interpreting Media.

IDT 2263 Transliterating II

Bromberg, M., & Gordon, M. (2000). *One thousand one hundred words you need to know*. Hauppauge, NY: Barrons Educational Services, Inc.

Costello, E. (2000). *American Sign Language dictionary*. New York, NY: Random House.

Kelly, J. E. (2001). *Transliterating: Show me the English*. Alexandria, VA: RID Press.

Scheetz, N. A. (2009). *Building ASL interpreting and translation skills*. Boston, MA: Pearson Education, Inc.

Shroyer, E. H. (1982). *Signs of the times*. Washington, DC: Clerc Books, Gallaudet University Press.

IDT 2323 Educational Interpreting

Seal, B. C. (2004). *Best practices in educational interpreting* (2nd ed.). Boston, MA: Pearson Education, Inc.

IDT 2343 Sign-to-Voice Interpreting II

Humphrey, J. H, & Alcorn, B. J.(2007). *So, you want to be an interpreter?* Renton, WA: H & H Publishing Co., Inc.

Resource:

Seal, B. C. (1998). *Best practices in educational interpreting*. Needham Heights, MA: Allyn & Bacon.

IDT 2413 Interpreting Practicum

Cartwright, B. E. (2009). *Encounters with reality: 1,001 interpreter scenarios*. Alexandria, VA: RID Press.

Fischer, T. J. (1998) *Establishing a freelance interpretation business: Professional guidance for sign language interpreters*. Hillsboro, OR: Butte Publications.

Humphreys, L. (2007). *The professional sign language interpreting handbook*. West Van Nuys, CA: Sign Language Interpreting Media.

Pareja, S. M. (2009). *Master the NIC: Written workbook*. Shonna Pareja LLC.

Resources:

Humphrey, J. H. (1999). *Decisions?Decisions! A practical guide for sign language professionals*. Amarillo, TX: H & H Publishers.

Hott, L. R. (Producer). (2007). Diane Garey (Director). *Through Deaf Eyes* [DVD]. Available from PBS Network.

Appendix B: Standards for Interpreter Training Technology¹

National Association of the Deaf (NAD) – Registry of Interpreters for the Deaf, Inc. (RID) Code of Professional Conduct

- 1.0 Interpreters adhere to standards of confidential communication.
 - 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
 - 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
 - 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.
- 2.0 Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
 - 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
 - 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
 - 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
 - 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
 - 2.5 Refrain from providing counsel, advice, or personal opinions.
 - 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights.
- 3.0 Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
 - 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
 - 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
 - 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

¹ Standards for Interpreter Training Technology were adapted from the *NAD-RID Code of Professional Conduct* by the National Association of the Deaf (NAD) and Registry of Interpreters for the Deaf (RID), 2005. Reprinted with permission, copyright 2005, Registry of Interpreters for the Deaf, Alexandria, VA.

- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.
- 4.0 Interpreters demonstrate respect for consumers.
 - 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
 - 4.2 Approach consumers with a professional demeanor at all times.
 - 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
 - 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.
- 5.0 Interpreters demonstrate respect for colleagues, interns, and students of the profession.
 - 5.1 Maintain civility toward colleagues, interns, and students.
 - 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
 - 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
 - 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
 - 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.
- 6.0 Interpreters maintain ethical business practices.
 - 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
 - 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
 - 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
 - 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
 - 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
 - 6.7 Render pro bono services in a fair and reasonable manner.
 - 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.
- 7.0 Interpreters engage in professional development.
- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
 - 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Appendix C: Related Academic Standards²

	Related Academic Standards – Interpreter Training Technology																
	Course	IDT 1113	IDT 1211	IDT 1123	IDT 1224	IDT 1253	IDT 1234	IDT 2243	IDT 2353	IDT 2313	IDT 2333	IDT 2263	IDT 2323	IDT 2343	IDT 2363	IDT 2373	IDT 2413
21st Century Standards																	
R1		X		X													
R2		X		X											X		
R3		X		X													
R4								X									
R5			X													X	
M1																	X
M2																	X
M3																	X
M4																	X
M5																	X
M6																	X
M7																	X
M8																	X
M9		X															X
A1					X												
A2					X												
A3							X										
A4		X															
A5																	X
A6									X								
A7																	X
A8																	X
L1										X	X						
L2											X						
L3						X						X					
L4													X				
L5													X				
L6													X	X			
S1						X						X					
S2						X						X					
S3						X						X					

² CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 9 and 10*. Monterey, CA: Author.

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Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Appendix D: 21st Century Skills³

21 st Century Crosswalk for Interpreter Training Technology																	
	Course	IDT 1113	IDT 1211	IDT 1123	IDT 1224	IDT 1253	IDT 1234	IDT 2243	IDT 2353	IDT 2313	IDT 2333	IDT 2263	IDT 2323	IDT 2343	IDT 2363	IDT 2373	IDT 2413
21st Century Standards																	
CS1				X													
CS2																	X
CS3		X															
CS4		X			X		X	X									
CS5		X															
CS6															X		
CS7						X											
CS8					X		X	X									
CS9				X													
CS10											X						
CS11																X	
CS12																	X
CS13																	X
CS14																	X
CS15																	X
CS16													X				

CS1 Global Awareness

1. Using 21st-century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)

³ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CS12 Flexibility and Adaptability

1. Adapt to Change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with Others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others