

Interpreter Education

Becoming an American Sign Language - English Interpreter

Students who wish to become qualified sign language interpreters must develop fluency in both American Sign Language (ASL) and English. The Interpreter Education curriculum prepares individuals to work as entry-level American Sign Language - English interpreters making it possible for Deaf and hearing people to communicate with one another in a variety of interactive settings. An AAS Degree in Interpreter Education (A55300) is available for students wanting to become ASL-English Interpreters.

The AAS in Interpreter Education is a 76-credit program that typically takes up to eight semesters to complete because foundational ASL skills must be acquired before learning to interpret between ASL and English.

The part-time program is spread out over eight semesters, with most semesters requiring between 9 and 11 credits hours of study. Because of course sequencing, students wishing to complete the AAS in Interpreter Education are strongly encouraged to begin their studies with ASL 111 and ASL 181 in the Fall term. Students wishing to take more than two semesters of ASL are strongly encouraged to begin their ASL studies in the Fall term in order to follow proper course sequencing. Students also should seek academic advising directly from the program to discuss their course sequence and career goals with the program faculty.

Certificate in Basic ASL Communication

Some students take ASL classes to satisfy foreign/modern language requirements in other degree programs and only take two or three semesters of ASL instruction. Some students seek more in-depth ASL instruction but do not wish to become ASL-English Interpreters. For those students, a Certificate in Basic ASL Communication Skills (C55300-C6) is available to document a social level of ASL proficiency for a variety of employment or personal reasons. Please note: A certification in Basic ASL Communication will not provide the qualifications to work as a sign language interpreter, but can be obtained as a preliminary step to completing the AAS degree in Interpreter Education. ASL 111, ASL 181, ASL 112, ASL 182, ASL 211, ASL 281, ASL 212, ASL 282 are transferable courses under the Comprehensive Articulation Agreement.

Little or No Experience in American Sign Language

Students entering the program with little or no experience in communicating in American Sign Language (ASL) must complete ASL foundational courses prior to enrolling in courses for the Interpreter Education Program. Students who have never taken a college-level American Sign Language course are required to start with Beginning ASL 111 and ASL 181 (lab).

Prior College-Level ASL Courses

Students who have taken at least four semesters of college-level ASL course(s) at a regionally accredited institution and possess at least an intermediate level of fluency in American Sign Language, as demonstrated by both the ASL placement interview and an intermediate score on the Sign Language Proficiency Interview (SLPI), may be able to complete the Interpreter Education program in four semesters. A student who does not have formal collegiate-level ASL course credits must begin their ASL studies in ASL 111 and ASL 181 (lab). There is no credit-by-exam available for ASL courses.

Heritage Signers

Those who may have grown up signing with Deaf family members will still need to begin their studies with ASL 111 and ASL 181 in order to complete the AAS in interpreter

education. A strong foundation in the grammar and culture of the language is a necessary component to becoming a successful ASL-English Interpreter and there are no credit-by-exam options for heritage signers.

Employment Opportunities

Entry-level employment for professional interpreters is available in a variety of community and educational settings. Interpreters may consider part-time, full-time, self-employment, and private practice positions or apply American Sign Language skills to other related areas of human services.

AAS in Interpreter Education graduates interested in working in the K-12 educational setting are able to be qualified to enter the workforce in NC Public Schools by obtaining a 3.3 or better on the Educational Interpreters Performance Assessment (EIPA). A score of 3.5 will be needed within 3 years of employment to maintain eligibility to work in NC public schools.

AAS Interpreter Education graduates working in settings other than educational or religious, including medical, business, mental health, legal, performing arts, community and video relay/remote settings in NC must be licensed by the NC Interpreters and Transliterators Licensing Board (NCITLB). Graduation with an AAS in Interpreter Education is one pathway to obtain a provisional license to begin entry-level employment.

Provisional licenses are renewable for a limited number of years. To convert a provisional NCITLB license to a full license, interpreters must obtain National Interpreter Certification (NIC) through the National Registry of Interpreters for the Deaf (RID). To sit for NIC, interpreters must have a BA/BS degree in any field or a demonstrated equivalency of credits through the RID alternate pathway. Multiple avenues are available for students to meet NIC testing requirements that should be discussed with a program advisor.

For specific information about potential positions and wages in interpreter education employment, visit the Central Piedmont Career Coach website.

Interpreter Education (A55300)

Degree Awarded

The Associate in Applied Science (A55300) degree - Interpreter Education is awarded by the college upon completing this program.

Admissions

- A high school diploma or equivalent is required.
- Central Piedmont placement tests are required in English, reading, and mathematics. Students must take and pass ENG 111 with a grade of "C" or better, successfully pass a credit by exam, or transfer an ENG 111 equivalent course.
- Students must attain a minimum required score on the Sign Language Proficiency Interview (SLPI) to major in the Interpreter Education program and take advanced ASL, IPP, or WBL prefix courses: ASL 250, IPP 112, IPP 130, IPP 152, IPP 153, IPP 161, and IPP 245. Eligible Scores: SLPI ratings older than one year cannot be accepted for admission into the program.

Expired Placement Tests

- Students for whom an ASL placement interview or SLPI tests have expired must repeat the placement interview and/or achieve an intermediate score on the SLPI to enter or return to the Interpreter Education program.

Coursework

Many courses have prerequisites or co-requisites; check the Courses section for details.

Coursework includes:

- Acquisition of American Sign Language (ASL): grammar, structure and socio-linguistic properties, cognitive processes associated with interpretation between ASL and English, and Deaf culture
- Ethical decision-making, and
- Acquisition of translation, consecutive, and simultaneous interpreting skills.
- Students must earn a grade “C” or better in all ASL, IPP, and WBL prefix courses to advance to the next level of courses and for those course credits to count toward satisfying degree completion requirements.

See the Interpreter Education Program website for more information.

Lapse in Proficiency

- Students for whom two or more consecutive terms have lapsed since taking an ASL course must take a placement interview before registering for ASL courses (except for ASL 111 and 181, Beginning ASL 1) to determine proper placement in ASL and IPP (Interpreting) courses. Courses may need to be repeated if skills have declined significantly. This requirement includes students transferring ASL credit from another college or university.

A student must receive a final grade of “C” or higher in all ASL, IPP, or WBL courses to receive credit for that course toward an Interpreter Education A.A.S. (A55300) degree or to advance to the next level of coursework.

Articulation Agreement

An articulation agreement is in place between the Central Piedmont Interpreter Education program and Gallaudet University - Bachelor degree in Interpretation (BAI). At Gallaudet University, students must apply for acceptance into the program and pass an ASL placement test. Once accepted, Gallaudet guarantees the transfer of Central Piedmont college-level credits with a grade of “C” or equivalent and requires that a grade of “B” or higher be maintained in all interpreting courses.

Contact Information

The Interpreter Education program is in the Education & Training Division at the Cato Campus. For more information about the Interpreting degree or Interpreting courses, ASL courses, ASL placement testing or the SLPI, contact the Interpreter Education Program Chair at 704-330-4886.

General Education Requirements

ENG 111	Writing and Inquiry	3.0
Select 3 credits of the following:		3.0
ENG 112	Writing and Research in the Disciplines	
ENG 113	Literature-Based Research	
ENG 114	Professional Research & Reporting	
Select 3 credits of the following:		3.0
MAT 110	Mathematical Measurement and Literacy	
MAT 121	Algebra/Trigonometry I	
MAT 143	Quantitative Literacy	
MAT 152	Statistical Methods I	

MAT 171	Precalculus Algebra	
Select 3 credits of the following:		3.0
ART 111	Art Appreciation	
ART 114	Art History Survey I	
ART 115	Art History Survey II	
DRA 111	Theatre Appreciation	
HUM 120	Cultural Studies	
HUM 130	Myth in Human Culture	
MUS 110	Music Appreciation	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
REL 110	World Religions	

Select 3 credits of the following:		3.0
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	

Major Requirements

ASL 111	Elementary ASL I	3.0
ASL 112	Elementary ASL II	3.0
ASL 211	Intermediate ASL I	3.0
ASL 250	Linguistics of American Sign Language	3.0
IPP 111	Introduction to Interpretation	3.0
IPP 112	Comparative Cultures	3.0
IPP 152	ASL/English Translation	3.0
IPP 161	Consecutive Interpreting	5.0
IPP 221	Simultaneous Interpreting I	5.0
WBL 111	Work-Based Learning I	1.0
WBL 115	Work-Based Learning Seminar I	1.0

Other Major Requirements

ASL 181	ASL Lab 1	1.0
ASL 182	ASL Lab 2	1.0
ASL 212	Intermediate ASL II	3.0
ASL 281	ASL Lab 3	1.0
ASL 282	ASL Lab 4	1.0
IPP 130	Analytical Skills for Interpreting	3.0
IPP 153	Introduction to Discourse Analysis	3.0
IPP 222	Simultaneous Interpreting II	5.0
IPP 240	Ethical Standards and Practices	3.0
WBL 121	Work-Based Learning II	1.0
WBL 125	Work-Based Learning Seminar II	1.0
Select 5 credits of the following*:		5.0
ASL 110	Visual Gestural Communication	
ASL 151	Numbers and Fingerspelling	
ASL 221	Advanced American Sign Language I	
ASL 222	Advanced American Sign Language II	

ASL 225	Global Deaf Community
ASL 252	American Sign Language Classifiers
ASL 253	American Sign Language Non-Manual Signals
ASL 255	American Sign Language Literature and Folklore
ASL 260	American Sign Language Semantics
IPP 224	ASL to English Interpretation
IPP 245	Educational Interpreting Issues

*Students may opt to use one Selected Topics course in Interpreter Education toward their elective requirement.

Total Credits **76**

No diplomas are offered in Interpreter Education.

Interpreter Education Certificate (C55300)

Interpreter Education Certificate Specialization in Basic ASL Communication Skills (C55300-C6)

This certificate is available through the Career & College Promise program.

The Basic ASL Communication Skills Certificate (C55300-C6) is designed to provide students with the foundational ASL skills needed to continue in the Interpreter Education Program (A55300) AAS degree. It also serves to demonstrate basic ASL Communication proficiency for students whose primary goal is to develop ASL communication skills for either personal or employment-related reasons.

This certificate may be used to demonstrate a particular level of proficiency in ASL to employers, but it will not qualify students to work as Sign Language Interpreters in any setting in North Carolina. Students obtaining the Basic ASL Communication Skills Certificate (C55300-C6), who desire work as interpreters, must continue their studies to complete the degree requirements for the AAS (A55300) Interpreter Education degree.

Students wishing to take more than two semesters of ASL should start their ASL studies in the Fall term with ASL 111 and ASL 181 and continue their studies without interruption each term in order to stay in sequence and ensure course availability. Middle College and High School students taking the Basic ASL Communication Skills Certificate (C55300-C6), who ultimately wish to complete the AAS (A55300) degree in Interpreter Education, should meet with a program advisor in the Interpreter Education program to discuss degree map and course sequencing to foster correct course registration and sequence.

Major Requirements

ASL 111	Elementary ASL I	3.0
ASL 112	Elementary ASL II	3.0
ASL 151	Numbers and Fingerspelling	1.0
ASL 211	Intermediate ASL I	3.0
ASL 181	ASL Lab 1	1.0
ASL 182	ASL Lab 2	1.0
ASL 212	Intermediate ASL II	3.0
ASL 253	American Sign Language Non-Manual Signals	1.0
ASL 281	ASL Lab 3	1.0
ASL 282	ASL Lab 4	1.0

Total Credits **18**

The following is the suggested plan for when to take each course to complete the Associate in Applied Science degree, based on the program requirements of the 2022-2023 catalog. This is only a recommendation — you may take courses in another order upon consultation with your advisor. This plan is based on you starting with college-level math and English courses, starting your program in the fall, and attending full-time. You can also follow this sequence if you attend part-time. Speak with an advisor about the plan and any questions. This program might also offer diplomas or certificates; visit the catalog or contact the program for details.

Interpreter Education suggested course sequence

ASL 110. Visual Gestural Communication. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the comprehension and expression of visual-gestural aspects of non-verbal communication in American Sign Language. Emphasis is placed on hand shapes, facial expression, pantomime and body language with activities that create visual, motor and cognitive readiness for signed languages. Upon completion, students should be able to demonstrate improved visual gestural communication and comprehension of facial expressions, body language and use of space.

ASL 111. Elementary ASL I. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

Corequisites: Take ASL 181

ASL 112. Elementary ASL II. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.

Prerequisites: Take ASL 111, minimum grade of C

Corequisites: Take ASL 182

ASL 120. ASL for the Workplace. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course offers applied American Sign Language (ASL) for the workplace to facilitate basic communication with people whose native language is ASL. Emphasis is placed on expressive and receptive communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and to demonstrate cultural sensitivity.

ASL 151. Numbers and Fingerspelling. 1.0 Credit. Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides an in-depth study of number systems and fingerspelling techniques in ASL. Emphasis is placed on generating and receiving numbers and fingerspelling in context. Upon completion, students should be able to accurately express and receive numbers and fingerspelling.

Prerequisites: Take ASL 111, minimum grade of C

ASL 181. ASL Lab 1. 1.0 Credit. Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

ASL 182. ASL Lab 2. 1.0 Credit. Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to expressive American Sign Language and demonstrate cultural awareness.

Prerequisites: Take ASL 181, minimum grade of C

Corequisites: Take ASL 112

ASL 211. Intermediate ASL I. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future.

Prerequisites: Take ASL 112, minimum grade of C

Corequisites: Take ASL 281

ASL 212. Intermediate ASL II. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills, with study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

Prerequisites: Take ASL 211, minimum grade of C

Corequisites: Take ASL 282

ASL 221. Advanced American Sign Language I. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides an expansion of the essential and advanced skills of ASL, including advanced vocabulary, lexicalized fingerspelling, and complex grammatical structures. Emphasis is placed on the advanced development of expressive, receptive and conversational skills, study of authentic and representative literacy and cultural texts. Upon completion, students will communicate more accurately with advanced complexity, and to present the topics in the various registers, pragmatics and genres of ASL.

Prerequisites: Take ASL 212, minimum grade of C

ASL 222. Advanced American Sign Language II. 3.0 Credits.

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides more expansion of the essential and advanced skills of ASL, including advanced vocabulary, lexicalized fingerspelling, story telling, and complex grammatical structures. Emphasis is placed on the more advanced development of expressive, receptive, conversational and presentational skills in a variety of discourse genres. Upon completion, students should be able to debate and lecture with advanced complexity, create story telling, and to present the complementary issues of Deaf community.

Prerequisites: Take ASL 221, minimum grade of C

ASL 225. Global Deaf Community. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides an overview of issues related to D/deaf people focusing on Deaf history, causes of deafness, communication, and attitudes toward D/deaf people globally. Emphasis is placed on deaf history, causes of deafness, communication, and attitude toward D/deaf people. Upon completion, students should be able to discuss significant issues related to deafness.

ASL 250. Linguistics of American Sign Language. 3.0 Credits.

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course is designed to increase knowledge and skills necessary to linguistically analyze ASL. Emphasis is placed on applying phonology, morphology, syntax, semantics, discourse and socio- linguistics of ASL. Upon completion, students should be able to demonstrate knowledge and understanding of the basic linguistics of ASL through a variety of assessment methods.

Prerequisites: Take ASL 212 and IPP 111, minimum grade of C; Passing ASLPI; score

ASL 252. American Sign Language Classifiers. 1.0 Credit. Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides an opportunity to enhance the use of principles of ASL classifiers and to expand the use of ASL classifiers. Emphasis is placed on using different categories of classifiers including bodypart, descriptive, element, instrument and semantic classifiers. Upon completion, students should be able to communicate effectively, accurately, and creatively incorporating ASL classifiers.

Prerequisites: Take ASL 211 Intermediate ASL I

ASL 253. American Sign Language Non-Manual Signals. 1.0 Credit.

Class-0.0. Clinical-0.0. Lab-2.0. Work-0.0

This course provides an opportunity to enhance and expand the essential skills of ASL's non-manual signals. Emphasis is placed on using different parts of non-manual signals including listener's feedback, ASL mouth morphemes, eye and forehead expressions, and head and shoulder shifts. Upon completion, students should be able to use ASL non-manual signals effectively, accurately and creatively.

Prerequisites: Take ASL 112

ASL 255. American Sign Language Literature and Folklore. 3.0

Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course introduces students to a comprehensive look at ASL literature and folklore as a vital component of Deaf Culture. Emphasis is placed on historical background, cultural context, and literary analysis of selected fictional and non-fictional works by representative authors from a variety of genres. Upon completion, students should be able to analyze and discuss selected literatures and folklores within relevant cultural and historical contexts.

Prerequisites: Take ASL 211

ASL 260. American Sign Language Semantics. 3.0 Credits.

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course is designed to build upon students' knowledge of ASL semantic skills in an effort to enhance students' use of ASL with semantic clarity and accuracy. Emphasis is placed on analyzing, practicing, and demonstrating skills in using appropriate semantic meaning in ASL discourse with focus on various levels of ASL register. Upon completion, students should be able to demonstrate an understanding of the importance of the role of ASL semantics in the linguistic function of ASL and improvement in conveying accurate meaning in ASL.

Prerequisites: Take ASL 250

ASL 281. ASL Lab 3. 1.0 Credit.

Class-0.0. Clinical-0.0. Lab-2.0.

Work-0.0

This course provides an opportunity to enhance the review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills through the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Prerequisites: Take ASL 182, minimum grade of C

Corequisites: Take ASL 211

ASL 282. ASL Lab 4. 1.0 Credit.

Class-0.0. Clinical-0.0. Lab-2.0.

Work-0.0

This course provides an opportunity to enhance the review and expansion of the essential skills of American Sign Language. Emphasis is placed on the continuing development of expressive and receptive skills and study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

Prerequisites: Take ASL 281, minimum grade of C

Corequisites: Take ASL 212

IPP 111. Introduction to Interpretation. 3.0 Credits.

Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides an orientation to the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, theories, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

Prerequisites: Take 1 group: Take DRE 097 or DRE 098; Take ENG 111, minimum grade of C; Take ENG 002

IPP 112. Comparative Cultures. 3.0 Credits.

Class-3.0. Clinical-0.0.

Lab-0.0. Work-0.0
This course introduces various cultural attributes and how they impact the consumers and the interpreting process. Topics include value systems of deaf and non-deaf individuals, enculturation stages, sociolinguistic continuum of language use within the deaf community, and cross-cultural management. Upon completion, students should be able to compare deaf and non-deaf cultures and discuss how attitudes impact communication interactions and interpreting.

Prerequisites: Take ASL 212, minimum grade of C

IPP 130. Analytical Skills for Interpreting. 3.0 Credits.

Class-1.0. Clinical-0.0. Lab-4.0. Work-0.0

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization, and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between ASL and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between ASL and English.

Prerequisites: Take ASL 211, minimum grade of C

IPP 152. ASL/English Translation. 3.0 Credits.

Class-1.0. Clinical-0.0.

Lab-4.0. Work-0.0
This course provides a study of the component parts of a cultural scheme and the manner in which ASL and English differ. Emphasis is placed on analyzing, discussing, and translating basic ASL and English texts. Upon completion, students should be able to discuss and apply techniques of cross-cultural communication and translation between deaf and non-deaf communities.

Prerequisites: Take ASL 112

IPP 153. Introduction to Discourse Analysis. 3.0 Credits.

Class-1.0. Clinical-0.0. Lab-4.0. Work-0.0

This course introduces discourse types and functions and specialized vocabulary and examines the specific nature of ASL discourse. Emphasis is placed on applying and practicing a model of analysis utilizing specialized vocabulary. Upon completion, students should be able to utilize specialized vocabulary and demonstrate ASL discourse features.

Prerequisites: Take ASL 212 IPP 111, minimum grade of C; Passing ASLPI score

IPP 161. Consecutive Interpreting. 5.0 Credits. Class-2.0. Clinical-0.0. Lab-6.0. Work-0.0

This course introduces the process of ASL/English consecutive interpreting in a variety of interview, meeting, and small conference settings. Emphasis is placed on generating equivalent messages between ASL and English. Upon completion, students should be able to discuss and apply the principles of the protocol of consecutive interpreting. Prerequisites: Take IPP 152, minimum grade of C

IPP 221. Simultaneous Interpreting I. 5.0 Credits. Class-2.0. Clinical-0.0. Lab-6.0. Work-0.0

This course introduces simultaneous ASL/English interpreting through a variety of expository texts originating in group, meeting, and conference settings. Emphasis is placed on analyzing expository texts, identifying registers, and applying principles of the protocol of interpreting. Upon completion, students should be able to apply the appropriate linguistic and/or cultural adjustments required to generate equivalent messages. Prerequisites: Take IPP 161, minimum grade of C

IPP 222. Simultaneous Interpreting II. 5.0 Credits. Class-2.0. Clinical-0.0. Lab-6.0. Work-0.0

This course provides additional experience in interpreting a variety of situations which occur during basic expository presentations. Emphasis is placed on interpreting texts which serve an informational, hortatory, and/or procedural function. Upon completion, students should be able to apply the appropriate linguistic and cultural adjustments necessary to achieve an equivalent register in the interpretation. Prerequisites: Take IPP 221 IPP 240, minimum grade of C

IPP 224. ASL to English Interpretation. 2.0 Credits. Class-1.0. Clinical-0.0. Lab-3.0. Work-0.0

This course is designed to improve skills in ASL to English interpretation. Emphasis is placed on receptive skills, equivalent messages, grammatically correct English, and appropriate content, mood, and register. Upon completion, students should be able to generate appropriate English equivalents and apply appropriate linguistic and/or cultural adjustments. Prerequisites: Take IPP 152

IPP 240. Ethical Standards and Practices. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course develops intellectual and ethical decision-making abilities and considers common ethical dilemmas that arise within the interpreting process. Topics include a model of ethical/intellectual development and the application of the model to interpreting practices. Upon completion, students should be able to discuss ethical resolution to various case studies and apply recognized principles of professional behavior to the interpreting process. Corequisites: Take IPP 221

IPP 245. Educational Interpreting Issues. 3.0 Credits. Class-3.0. Clinical-0.0. Lab-0.0. Work-0.0

This course provides an overview of educational interpreting in the US and discusses recent trends in the education of deaf students. Topics include history of deaf education, current employment practices and requirements for educational interpreters. Upon completion, students should be able to discuss current issues, become familiar with evaluation practices, and apply professional/ethical standards to the interpreting role. Prerequisites: Take ASL 212 IPP 111, minimum grade of C