

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Frederick Community College
Institution Submitting Proposal

January 1, 2017
Projected Implementation Date

A.A.S. Sign Language Interpreter Preparatory Program

5299.03 13.1003
Suggested HEGIS Code Suggested CIP Code

Communications, Humanities and Arts
Department of Proposed Program

Paula Chipman
Name of Department Head

Leslie Puzio Lpuzio@frederick.edu 240-629-7819
Contact Name Contact E-Mail Address Contact Phone Number

Elizabeth Burmaster President/Chief Executive Approval 6/27/16
Signature and Date

6/15/2016 Date Endorsed/Approved by Governing Board
Date

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Frederick Community College
Institution Submitting Proposal

January 1, 2017
Projected Implementation Date

L.D.C. Sign Language Interpreter Preparatory Program

5299.03 13.1003
Suggested HEGIS Code Suggested CIP Code

Communications, Humanities and Arts
Department of Proposed Program

Paula Chipman
Name of Department Head

Leslie Puzio Lpuzio@frederick.edu 240-629-7819
Contact Name Contact E-Mail Address Contact Phone Number

 6/27/16 President/Chief Executive Approval
Signature and Date

6/15/2016 Date Endorsed/Approved by Governing Board
Date

Maryland Higher Education Commission

New Academic Program Proposal

Sign Language Interpreter Preparatory Program, A.A.S. and Certificate

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration, and how it relates to the institution's approved mission.

The Sign Language Interpreter Preparatory Program (A.A.S. and Certificate) prepares students to work as entry-level sign language interpreters to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop both receptive and expressive American Sign Language (ASL) skills. Students will experience a variety of learning environments, including classroom work, laboratory practice, and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to sit for the Registry of Interpreters for the Deaf (RID) written exam.

The mission of Frederick Community College (FCC) identifies teaching and learning as our primary focus, and states that, "FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities."

The Sign Language Interpreter Preparatory Program (IPP) degree and certificate will help the College fulfill its mission and goals. ASL Interpreters are in high demand at the local, state, and national levels. As a leader in career education and training, FCC has been encouraged by the Frederick County community to start this program.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

This program is supported by the following goals of our College strategic Plan, FCC 2020:

Goal 1-Enhance student persistence, success, and completion through collaborative and effective support systems.

Goal 5-Enhance access, support, and opportunities that meet the needs of diverse and changing populations.

Goal 8 - Articulate career pathways for continuing education and credit students which enhance their ability to secure employment.

express self-generated stories. Presents hypothetical issues and problems. Includes interaction with the Deaf community in both directed and non-directed activities.

ASLS 211 ASL Linguistics (3)

Introduces students to the linguistics of American Sign Language (ASL) and English. Provides an introductory study of the phonological, morphological, lexical, syntactic, and discourse. Review the similarities and differences between signed languages and spoken languages. Introduces basic theories regarding ASL structure and emphasizes ASL status as a natural language by comparing and contrasting similarities and unique differences between the two.

ITR 104 Introduction to Interpreting (3)

Introduces students to the profession of sign language interpreting. Covers the history of interpreting as a field of professional practice, the ethical and performance standards, the impact of legislation on the field, the phenomena of cross cultural dynamics, knowledge of environmental conditions, and the role of an interpreter as a cultural mediator.

ITR 110 Interactive Discourse Analysis (3)

Focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL). Focuses on the features of language use in everyday life. Students transcribe and analyze interaction discourse features of: conversations, explanations, interviews, discussions, and other types of dialogue genres. Students will read and discuss theoretical notions of underlying language use.

ITR 112 Foundations of Interpreting (3)

Introduces students to the theory and application of the interpreting process. Students will practice receptive skills and process tasks needed for interpretation. Focuses on intra-lingual language exercises, including: shadowing, prediction and anticipation, memory enhancement, text analysis for goal, main points, and paraphrasing. Process models and descriptions will be covered and application will be provided to observed interpretations. Exercises will be conducted in both English and ASL. The goal of the course is to develop cognitive processing skills involved in the interpreting process.

ITR 114 Consecutive Interpreting (3)

Develops consecutive interpreting skills and prepares students for the simultaneous interpreting process. Students will compare ASL and English semantic/syntactic structures to the consecutive interpreting process. Focus in the course will be on source and target text analysis, vocabulary expansion and interpreting process skill development.

ITR 212 ASL to English I (3)

Focuses on the process of interpretation, provides practice of requisite skills and process tasks and applies skills and interpreting theory to the translation process. The

course of study focuses on lexical development, syntactical language comparisons, voice production techniques, text/discourse/interpreting process analysis, semantic mapping, and diagnostic assessment.

ITR 214 English to ASL I (3)

Provides in-depth study and practice of ASL/English interpretation through the understanding and use of the simultaneous mode of interpreting. Provides techniques for translating the source language, English to the target, American Sign Language (ASL) in a simultaneous manner.

ITR 216 Transliterating I (3)

Covers the process of transliteration. The process moves along a continuum from ASL to a signed form of English. Specific subtasks are isolated in order to focus on transliterating skill development, enhancing component skills, and incorporating ASL features. These skills are integrated into the performance of beginning to intermediate tasks.

ITR 222 ASL to English II (3)

Provides students with additional practice in specific skill areas related to ASL to English interpretation. Text/discourse/process analysis, lexical and syntactic development, and voice production techniques for simultaneous ASL to English interpretation. Course content is at an intermediate to advanced level of speed and complexity. Students will work primarily from videotaped language models.

ITR 224 English to ASL II (3)

Continues practice of rendering the target language (ASL) from the source language (English) simultaneously. Provides preparation for Internship. Continued emphasis and focus is on appropriate use of lexical and syntactic principles and non-manual behaviors of ASL.

ITR 226 Transliterating II (3)

Expands the process of visually representing English. Students will focus on the expansion and enhancement of transliterating skills at the English end of the ASL-English continuum. Students will incorporate ASL features into intermediate to advanced level texts presented in a simultaneous mode.

ITR 230 Internship Seminar & Interpreting Environment (2)

Introduces students to the requirements, guidelines, professional practices and types of placements for field experience. Students will discuss protocol, skills, ethics, and business practices needed for specific site placements. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

INTR 103 Internship/Practicum (3)

2. Describe the educational objectives and intended student learning outcomes.

- i. Theoretical, ethical, cultural, and practical knowledge of the interpreting field needed to pass RID Certification knowledge written test.
- ii. Major linguistic features of ASL and English and the major cultural features of the Deaf and non-Deaf communities.
- iii. Cognitive processing skills to effectively interpret between English and American Sign Language and to transliterate between spoken English and a signed form of English.
- iv. Different modes of interpreting/transliterating (i.e. consecutive and simultaneous) and to choose the appropriate mode in a given setting/situation.
- v. Accurate and appropriate transfer of a message from a source language into a target language from the point of view of style, culture, and the linguistic needs of the consumers.
- vi. Techniques and logistics in order to manage the setting.
- vii. Thorough understanding of all legal and ethical requirements that govern and control the interpreting profession.

3. Discuss how general education requirements will be met, if applicable.

The Associate of Applied Science (A.A.S.) Degree at Frederick Community College requires a minimum of 20 hours of general education. These requirements are listed under CORE in the program outline above.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There are no specialized accreditation or graduate certification requirements for this program. However, students are required to maintain a 'C' in all departmental courses and a GPA of 2.0.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

A preliminary articulation agreement is being developed with Gallaudet University in Washington, D.C. The Articulation Agreement will become formal once MHEC approval of the program is received. The Articulation Agreement model is that FCC will allow seamless transfer into Gallaudet's Bachelors of Arts in Interpretation (BAI) program. We have received agreement that the proposed A.A.S. program courses will, upon graduation, allow for seamless transfer into Gallaudet BAI program with Junior status.

C. Critical and compelling regional or Statewide need as identified in the State Plan:

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - i. **The need for the advancement and evolution of knowledge;**
 - ii. **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
 - iii. **The need to strength and expand the capacity of historically black institutions to provide high quality and unique educational programs.**
2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

FCC and the Maryland School for the Deaf in Frederick are neighbors and the distance between them are only 3.5 miles. According to the Maryland Special Education/Early Intervention Services Census Data and Related Tables that was published on October 1, 2015 on this link, 409 students were enrolled in Maryland School for the Deaf. Also, the report shows that in the State of Maryland there are 489 hearing impaired students, 469 deaf, and 14 deaf/blind.

The push for greater access for Deaf and hard-of-hearing people has increased the demand for well-educated, professional interpreters. The interpreting major helps students develop a specialized ability to facilitate communication between Deaf people and those who can hear, with the goal of passing the National Certification exam.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
2. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
3. **Data showing the current and projected supply of prospective graduates.**

In addition, according to the current job openings on the Maryland School for the Deaf, "Fluency in American Sign Language" is listed as minimum qualifications.

The latest available data from the U.S. Census Bureau for the population with a hearing difficulty is from 2014 American Community survey, 1-Year Estimates.

According to that data, the percentage of Frederick County population with a hearing difficulty is 3% or 3,095. Additionally, 3,168 persons are identified as hard of hearing in Washington County, which is the adjacent county to Frederick Community College. These individuals and those who support them could benefit from the new program. Overall, there are 63,327 persons identified as hard of hearing between the age of one and 64 who live in the State of Maryland, which is 2.62% of the total population. When adding the population of 65 years and over with a hearing difficulty, a total of 17.9% of that population live in Frederick County, 19.6% in Washington County, and 14.52% in the State of Maryland.

	Frederick County		Washington County		State	
	Estimate	%	Estimate	%	Estimate	%
Total civilian noninstitutionalized population	241,419		141,643		5,885,847	
Population under 5 years	14,510		8,767		367,283	
With a hearing difficulty	97	0.67%	-	-	2,282	0.6%
Population 5 to 17 years	43,669		24,469		982,484	
With a hearing difficulty	206	0.47%	61	0.20%	5,190	0.50%
Population 18 to 64 years	152,538		86,487		3,737,434	1.5%
With a hearing difficulty	2,792	1.83%	3,107	3.60%	55,855	
Population 65 years and over	30,702		21,920		798,646	
With a hearing difficulty	4,609	15.01%	3,469	15.8%	94,866	11.90%
Up to 64 years with a hearing difficulty	3,095	2.97%	3,168	3.80%	63,327	2.62%
All population with a hearing difficulty	7,704	17.98%	6,637	19.60%	861,973	14.52%

E. Reasonableness of program duplication:

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
2. **Provide justification for the proposed program.**

We are aware that Community College of Baltimore County-Catonsville (CCBC) currently holds the State program for Interpreter Preparation; however, FCC believes there is a critical need for more qualified ASL Interpreters in the mid-Maryland area. Based upon a needs assessment conducted by FCC, a strong demand for ASL Interpreters in the Frederick area exists. FCC houses two full-time staff interpreters and utilizes 18 part-time variable scheduled interpreters. We still have had to seek outside back-up agency coverage due to the high demand for interpreting needs.

F. Relevance to Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**

Not applicable

2. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

Not applicable

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice.

Not applicable

H. Adequacy of faculty resources

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.**

Current College faculty from the specific department discipline will teach the required general education courses, in accordance with COMAR 13B.02.02.17. The Department Chairs will hire specific adjunct faculty in their respective discipline, as needed, for the Gen Ed courses based on the requirements set forth by FCC's hiring practices

Current College faculty from the ASL Studies program will continue to teach Introduction to Deaf Community and ASL Linguistics. We will also utilize the staff in the Interpreting Department who have the required knowledge and expertise in the field. Additional adjunct faculty will be hired for any courses not taught through staff already employed by the College. The position requirements will be:

- Degree in ASL interpreting
- Master's degree
- Nationally certified by Registry of Interpreters for the Deaf
- Minimum of five years working in the field

David Martin: Full time Assistant Professor /Program Manager- ASL Studies
Masters in Deaf Education
Courses: ASLS 106 Intro. To Deaf Community & ASLS 211 ASL Linguistics

Ray Conrad: Adjunct faculty/ ASL Studies
Masters in Business Administration
Courses: ASLS 106 Intro. To Deaf Community

Eddy Laird: Adjunct Faculty/ ASL Studies
PhD in Education Administration
Courses: ASLS 211 ASL Linguistics

Leslie Puzio: Coordinator, Deaf and Hard of Hearing Services/Adjunct Faculty

A.A.S Sign Language Interpreting & Transliterating

Masters of Public Administration

Courses: ITR 104 Intro. to Interpreting, ITR 112 Foundations of Interpreting, ITR 114

Consecutive Interpreting & ITR 110 Interactive Discourse Analysis

Traci Lowrey: Certified Sign Language Interpreter/Adjunct Faculty

A.A.S Sign Language Interpreting & Transliterating

Masters of English and American Lit.

Courses: ITR 104 Intro. To Interpreting, ITR 112 Foundations of interpreting, ITR 114

Consecutive Interpreting & ITR 110 Interactive Discourse Analysis

I. Adequacy of library resources

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

Reference materials that reference sign language interpreting will be needed for student use.

J. Adequacy of physical facilities, infrastructure and instructional equipment

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

A lab will be needed for the program. FCC plans to convert one of the current computer labs on campus into an ASL/Interpreting lab. Classes in ASL interpreting will use general purpose classrooms and the ASL lab. Approximately 20 computers equipped with webcams and headphones that include a mouth piece for recording voice. In addition, an additional office space with appropriate furniture and computers will be required to support the new FT faculty member (s) and administrative staff.

K. Adequacy of financial resources with documentation

- 1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered.**

Figures should be presented for five years and then totaled by category for each year.

- 2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Table 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocation funds					
2. Tuition/Fee Revenue (c+g below)	\$ -	\$ 72,251	\$ 105,098	\$ 139,558	\$ 162,879
a. # F/T Students	7	10	15	20	25
b. Annual Tuition/Fee Rate	\$ 3,568	\$ 3,661	\$ 3,756	\$ 3,854	\$ 3,954
c. Total F/T Revenue (a*b)	\$ 24,976	\$ 36,608	\$ 56,343	\$ 77,073	\$ 98,855
d. # P/T Students	10	15	20	25	25
e. Credit Hr. Rate	\$ 193	\$ 198	\$ 203	\$ 208	\$ 213
f. Annual Credit Hrs.	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$ 23,160	\$ 35,643	\$ 48,756	\$ 62,485	\$ 64,025
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
5. Total (Add 1-4)	\$ 48,136	\$ 72,251	\$ 105,098	\$ 139,558	\$ 162,879

Tuition and fee revenue is based upon the in-county combined tuition/fee rate of \$193 per credit hour for part-time students and an annual tuition/fee rate of \$3,568 for full-time students with an annual average increase of 2.6% for both part-time and full-time students. Full-time students are taking, on average, 12 credits per semester and part-time students are taking, on average, 6 credits per semester. Enrollment projections are based on current enrollment figures for the fall 2014 with a projected 20% increase each year in full-time enrollment and 25% increase in part-time enrollment.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 29,661	\$ 29,661	\$ 29,661	\$ 44,491	\$ 44,491
a. # FTE	2	2	2	3	3
b. Total Salary	\$ 27,540	\$ 27,540	\$ 27,540	\$ 41,310	\$ 41,310
c. Total Benefits	\$ 2,121	\$ 2,121	\$ 2,121	\$ 3,181	\$ 3,181
2. Admin. Staff	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. Total (Add 1-7)	\$ 29,661	\$ 29,661	\$ 29,661	\$ 44,491	\$ 44,491

FCC has sufficient full-time faculty and staff to meet the needs of the program. Additional part-time faculty will be needed as the projected number of students pursuing this program of study increases during the first five years. No additional funding for equipment, space or library needs is anticipated. Salary is based on 9 credits per semester for each adjunct at an average rate of \$765 per credit ($\$765 \times 9 \text{ credits} \times 2 \text{ semesters} = \$13,770$)

L. Adequacy of provisions for evaluation of program

Discuss procedures for evaluating courses, faculty and student learning outcomes.

Both the ASL Studies Advisory Board and the curriculum committee at FCC have reviewed the program and the required departmental courses and have approved the proposed program and courses. Review of the program by Gallaudet University Interpreting department in preparation for a potential articulation agreement was also done and approved.

M. Consistency with the State's minority student achievement goals

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

This program will enable our interpreting students and FCC to grow stronger partnerships with the students, staff and community at Maryland School for the Deaf. By increasing our interpreting graduates we will be better able to serve a larger Deaf student population here at FCC, as well.

N. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

Goal 9-Increase access, affordability, and student goal completion.

Our current ASL program is a certificate that brings students to the intermediate level of ASL acquisition. Students who complete our current certificate are at the prerequisite level to enter an ASL Interpreting program, however, we do not have a program to offer them. In the fall 2015 semester we offered 23 courses with 347 enrollments. This represents a strong interest in the courses we offer. In addition, we have 20 students currently enrolled this semester who have declared the ASL certificate as their goal. This places the ASL certificate as the number 2 certificate of interest. Last year we only graduated one certificate and in the past 5 years we have graduated 8 certificates. This data indicates strong interest in our courses, but less interest in completing the certificate. Our students want to complete an associate degree and we do not offer them that goal. The state program at Catonsville is over an hour away from our College and is geographically unavailable for many of our students. Having the A.A.S. credential will stimulate the completion and employability of our students. This has resulted in the development of the IPP program in support of not only the Maryland School for Deaf, which is located in Frederick, but in support of seamless articulation for students interested in the program to Gallaudet College.

One of our strategic priorities of our College is, "*Align Frederick Community College program development with city, county, and state economic development priorities.*" We have had expressed interest from the Maryland School for the Deaf and from prominent members of our robust deaf community in support of this program.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

- 1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

This program will require an application process, as well as an American Sign Language Proficiency Interview (ASLPI) and receive a score of 2.0 or higher in order to be accepted into the program.

Sign Language Interpreter Preparatory Program, A.A.S.

Program Description

Prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills both receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency.

Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

CORE Courses (GenEd course list)

English

EN101 English Composition 3

Mathematics

MA 206 Elementary Statistics recommended 3/4

Social & Behavioral Sciences

PS 101 General Psychology, SO 101 Introduction to Sociology
or HS 102 Human Services recommended 3

Arts & Humanities

ASLS 203 American Sign Language IV
(If ASLS 203 not needed, CMSP 105 recommended) 3

Biological & Physical Sciences

BI 107 Human Biology recommended 3/4

Open Gen Ed Electives

ASLS 106 Introduction to the Deaf Community 3
CMSP 103 Speech Fundamentals, SO 102 Social Problems
or PS 209 Women's Studies recommended 3

PE/Health Requirement 1/3

Cultural Competence Requirement (ASLS 106 meets this requirement)

Departmental Courses

ASLS 211 ASL Linguistics 3
ITR 104 Introduction to Interpreting 3
ITR 110 Interactive Discourse Analysis 3
ITR 112 Foundations of Interpreting 3
ITR 114 Consecutive Interpreting 3
ITR 212 ASL to English I 3
ITR 214 English to ASL I 3
ITR 216 Transliterating I 3
ITR 222 ASL to English II 3
ITR 224 English to ASL II 3
ITR 226 Transliterating II 3
ITR 230 Internship Seminar & Interpreting Environment 2
INTR 103 Internship/Practicum 3

Sign Language Interpreter Preparatory Program Certificate

Certificate Description

Prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills both receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

ASLS 106 Introduction to the Deaf Community	3
ASLS 211 ASL Linguistics	3
ITR 104 Introduction to Interpreting	3
ITR 110 Interactive Discourse Analysis	3
ITR 112 Foundations of Interpreting	3
ITR 114 Consecutive Interpreting	3
ITR 212 ASL to English I	3
ITR 214 English to ASL I	3
ITR 216 Transliterating I	3
ITR 222 ASL to English II	3
ITR 224 English to ASL II	3
ITR 226 Transliterating II	3
ITR 230 Internship Seminar & Interpreting Environment	2
INTR 103 Internship/Practicum	3

41

Departmental Course Descriptions

ASLS 106 Introduction to the Deaf Community (3)

Provides an introduction to the American Deaf Community. The course touches on various topics including: American Sign Language, different modes of communication, laws concerning the Deaf, professions within the Deaf community, education of Deaf children (controversies and approaches), the importance and value of Deaf Culture (including history, family, values, traditions, past and current trends).

ASLS 203 American Sign Language IV (3)

A continuation of ASL III. Features comprehension of medium and longer stories, narratives and dialogues presented by the instructor and Deaf ASL users. Students