

## **What would The Interpreter Training Program look like?**

The best instructors will likely be Deaf or hard of hearing, and while the program will employ hearing interpreters for some classes, I recommend a majority of the instructors be native/fluent signers.

We propose a four year Bachelors program. First two years can be in Deaf studies, Special Ed, or Speech Path but must include ASL 1-6 and the passage of a minimum proficiency test. Interpreter training encompasses the third and fourth year of the degree program and bestows a Bachelors in either Arts or Applied Sciences, depending on where the program is housed.

### **Where would it be housed?**

UNR - *three possible avenues to explore...*

1. Health Sciences, partnering with Speech Pathology (ASL classes are hosted here now)
2. College of Education, partnering with Special Education
3. College of Liberal Arts, as an interdisciplinary program incorporating Communication, Education, Health Sciences, and diversity courses from a number of schools on campus

We can begin with 6 students per year, giving us a total of up to 12 at any given time. We follow the "cohort" model, everyone goes through the program together, full time, from start to finish. We create a bonded community out of each class that can support each other in the field.

### **What do we need?**

- We need a lab, a smart classroom with 12 computers in cubicles, each equipped with a webcam and video editing software.
- We need adequate staffing to run a program.
- We need space for a media library, and computers for staff members.
- We need a server, a printer, a domain, and IT support for these things.

### **What does the curriculum look like?**

## **Interpreter Training Program**

B.A.S (52 credits)

*Concentration (22 credits):*

### **Level 1 Theory and Practice (4)**

Consecutive training  
Working Memory  
Grasping concept  
Objective level message analysis

### **Level 2 Theory and Practice (4)**

Consecutive training  
Working Memory practice  
Conceptual equivalency  
Detailed message analysis  
Conveying tone

### **Level 3 Theory and Practice (4)**

Simultaneous training  
Memory skills/Lag time  
Conceptual equivalency  
Conveying tone and content  
Detailed message analysis

### **Level 4 Theory and Practice (4)**

Simultaneous training  
Lag time development  
Conceptual equivalency  
Conveying tone and content  
Complete message analysis

Applied Skills 1 (internship)(3)  
Applied Skills 2 (internship)(3)

*Content Courses (21 credits):*

Deaf Culture/History (3)  
Comparative Linguistics (3)  
Ethics & Issues (3)  
Creative Uses of ASL (3)  
Special Settings 1 (3)  
Special Settings 2 (3)  
Professional entry Prep 'Capstone' (3)

*Electives (9 credits from this list):*

Intro to Acting (3)  
Public Speaking (3)  
\*Deaf-Blind interpreting (3)  
Intro to Audiology (3)  
Fingerspelling Focus (3)  
\*Interpreting for MLC, SLLs, or multi-disabled Deaf (3)  
\*CDI (Certified Deaf Interpreter) training (3) The Deaf Learner, (or 1<sup>st</sup> and 2<sup>nd</sup> language acquisition in Deaf students)

\*pending the availability of suitable instructors

**Coordination** - Our ITP should be coordinated with all NSHE campuses to ease the transfer of ASL and Deaf studies credits, as well as offer CEUs to our graduates and community interpreters. Our interning students can be placed in various settings guided by the needs of the Deaf community.

*Deaf Kids Camps, Gallaudet, -*

Mastery of a language always requires an immersion experience. Other foreign language learners usually travel to foreign countries after reaching a level of proficiency, in order to propel themselves into a higher degree of language mastery. For our students there is no "Deaf Country" but they can garner immersion experiences by partnering with Deaf children's camps, or making a pilgrimage to Gallaudet University.

Immersion experiences can be developed through relationships of reciprocity.

Our ITP can provide a steady stream of fresh young talent to support non-profit Deaf orgs and camps, which often struggle with staffing and funding.

*Tutor Trading -*

Our program should partner with Wooster high school to provide their Deaf students basic tutoring in English, which in turn gives our students exposure and practice.

Deaf students who receive tutoring, or act as tutors for our students ought to be encouraged to interact with our program as much as possible. Successful trades with Deaf high school students can potentially lead to some paid work within the program after graduation – again, facilitating transition to continuing education environments.

The success of the ITP depends on its integration with both the Deaf community and the local community at large. Bridges must be built from the campus to the community, and between all the stakeholders who stand to benefit from the creation of skilled sign interpreters.

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