

Interpreter Training, A.A.S.

The employment outlook for sign language interpreters is promising. As the population grows, so does the need for interpreters. Another factor in the predicted increase in employment opportunities is the effort many social service agencies, school systems, medical services and industries are making to provide interpreter services.

JCCC's program concentrates on preparing students to provide entry-level interpretation and transliteration for the deaf, hard of hearing and non-deaf communities. During the last semester of the program, students participate in a practicum class in which they interpret under supervision in a variety of situations. Upon successful completion of this program, and a required capstone evaluation, students will earn an associate of applied science degree.

This is a selective admission program with limited enrollment. The deadline for fall semester applications is February 15th. If you are interested, contact the Admissions office for an application packet, which includes prerequisites, deadlines, admission requirements and academic criteria.

Students must earn a grade of "C" or higher in all coursework. (Major Code 259A; State CIP Code 16.1603)

- Interpreter Training

Associate of Applied Science Degree

Prerequisites

ASL 120	Elementary American Sign Language I (must be passed with a "C" or higher)	3
ASL 121	Elementary American Sign Language II* (must be passed with a "C" or higher)	3
ENGL 121	Composition I* (must be passed with a "B" or higher)	3

General Education Requirements

Note: It is highly recommended that all general education requirements be taken prior to enrollment in the program or during the summer. However, AAC 150 should be taken in student's last semester due to course/career relevancy.

ANTH 125	Cultural Anthropology (Note: ANTH 125 is required to meet the Social Science and/or Economics Elective and must be taken before second semester of the ITP.)	3
SPD 120	Interpersonal Communication (Note: SPD 120 is required to meet the Communications Elective and must be taken before the second semester of the ITP.)	3
SPD 121	Public Speaking	3
ENGL 122	Composition II*	3
Humanities Elective ^		3
Science and/or Math Elective ^^		3
Health and/or Physical Education Elective ^^^		1
Total Hours		19

^ Humanities Elective (<http://catalog.jccc.edu/fall/degreecertificates/electives/humanities-aas>)

^^ Science and/or Math Elective (<http://catalog.jccc.edu/fall/degreecertificates/electives/sci-and-or-math-aas>)

^^^ Health and/or Physical Education Elective (<http://catalog.jccc.edu/fall/degreecertificates/electives/health-and-or-physical-ed-aas>)

First Semester

INTR 122	Intermediate American Sign Language I*	3
INTR 126	Classifiers in American Sign Language*	2
INTR 130	Survey of the Interpreting Profession*	3
INTR 147	Fingerspelling I*	2
INTR 145	Introduction to the Deaf Community*	3
Total Hours		13

Second Semester

INTR 123	Intermediate American Sign Language II*	3
INTR 131	Interpreting Preparation Skills*	2
INTR 135	Intro to American Sign Language Linguistics*	3

INTR 242	Fingerspelling II*	2
INTR 248	Deaf Community Ethnography*	3
Total Hours		13

Third Semester

INTR 181	Interpreting Practicum I*	1
INTR 223	Advanced American Sign Language*	3
INTR 226	Specialized and Technical Vocabulary*	2
INTR 250	Interpreting I*	6
Total Hours		12

Fourth Semester

INTR 251	Interpreting II*	2
INTR 262	Seminar on Interpreting*	3
INTR 282	Interpreting Practicum II*	6
AAC 150	Job Search Skills	1
Total Hours		12

Total Program Hours: 69

Courses

INTR 122 Intermediate American Sign Language I* (3 Hours)

Prerequisites: INTR 121 or ASL 121 or FL 181 with a grade of "C" or higher

Corequisites: Students accepted in the interpreter training program must take corequisites of INTR 130 and INTR 126 and (INTR 147 or ASL 145) and (INTR 145 or ASL 145) all with a grade of "C" or higher

This course will focus on the development of intermediate American Sign Language communication skills. Comprehension skills and linguistic features of the language taught in context will be emphasized. 6 hrs. integrated lecture/lab/wk. The daytime sections only are open to students in the interpreter training program. INTR 122, FL 270 and ASL 122 are the same courses; only enroll in one.

INTR 123 Intermediate American Sign Language II* (3 Hours)

Prerequisites: INTR 122 or ASL 122 or FL 270 with a grade of "C" or higher

Corequisites: For students accepted in the interpreter training program: INTR 131 and INTR 135 and INTR 242 and INTR 248 all with a grade of "C" or higher

The course will continue study of intermediate American Sign Language. It is designed to develop further intermediate communication skills in American Sign Language. Information about the linguistic and cultural features will be included in the context of language learning experiences. 6 hrs. integrated lecture-lab/ wk. The daytime sections are open only to students in the interpreter training program. INTR 123, FL 271 and ASL 123 are the same courses; only enroll in one.

INTR 126 Classifiers in American Sign Language* (2 Hours)

Prerequisites: INTR 121 or ASL 121 with grade of "C" or higher and acceptance in the interpreter training program

Corequisites: (INTR 122 or ASL 122) and INTR 130 and (INTR 147 or ASL 147) and (INTR 145 or ASL 145)

The course will provide an in-depth analysis of classifiers in ASL through discussion and demonstration of the three different categories of classifiers in ASL: representative classifiers (noun and its action), descriptive classifiers (size-and-shape, extent, perimeter, pattern and texture), and instrumental classifiers (manipulative and handle). Students will learn to comprehend and produce classifiers from all three categories. 4 hrs. integrated lecture/lab/ wk.

INTR 130 Survey of the Interpreting Profession* (3 Hours)

Prerequisites: INTR 121 or FL 181 or ASL 121 with a grade of "C" or higher and acceptance in the interpreter training program

Corequisites: (INTR 122 or ASL 122) and INTR 126 and (INTR 147 or ASL 147) and (INTR 145 or ASL 145) all with a grade of "C" or higher

This course provides an introduction to interpreting as an occupation. Students will come to understand interpersonal communication skills, professional ethics, parameters of responsibilities, community resources and legal ramifications as they relate to the interpreter. 3 hrs. lecture/wk.

INTR 131 Interpreting Preparation Skills* (2 Hours)

Prerequisites: INTR 130 with a grade of "C" or higher and acceptance into the interpreter training program

Corequisites: INTR 123 and INTR 135 and INTR 242 and INTR 248 all with a grade of "C" or higher

This course provides students with a foundation in the theory of interpretation. Students will explore the Colonomos Model of interpreting and apply this model by first using pre-interpreting skills in isolation. Then students will progress from producing translations to interpreting consecutively. 4 hrs. integrated lecture-lab/wk.

INTR 135 Intro to American Sign Language Linguistics* (3 Hours)

Prerequisites: INTR 122 or ASL 122 or FL 270 with a grade of "C" or higher

Corequisites: for students accepted in the interpreter training program enroll in: INTR 123 and INTR 242 and INTR 131 and INTR 248 all with a grade of "C" or higher

This course introduces students to the structural and grammatical principles of ASL. Students will explore concepts of equivalency between English and ASL 3 hrs. integrated lecture/lab/wk. The daytime sections are open only to students in the interpreter training program. INTR 135 and ASL 135 are the same course; do not enroll in both.

INTR 145 Introduction to the Deaf Community* (3 Hours)

Prerequisites: Acceptance to interpreter training program

Prerequisites or corequisites: ANTH 125 and SPD 120 for Interpreter Training Program Corequisites for Interpreter Training Prog: INTR 122 and INTR 126 and INTR 130 and INTR 147 all with a grade of "C" or higher Note: Prerequisite or corequisite of INTR 120 or ASL 120 or FL 180 required for students in the American Sign Language Studies Certificate

This course will prepare students to develop and recognize the diversity within the Deaf Community, significant events and figures in Deaf History, and basic norms and values of Deaf Culture. Students will examine and compare Deaf Culture and hearing culture in America. The daytime sections are open only to students in the interpreter training program. 3 hrs. lecture/wk. INTR 145 and ASL 145 are the same course; do not enroll in both.

INTR 147 Fingerspelling I* (2 Hours)

Prerequisites: INTR 121 or FL 181 or ASL 121 with a grade of "C" or higher

Corequisites: For students accepted in the interpreter training program, enroll in: (INTR 122 or ASL 122) and INTR 126 and INTR 130 and (INTR 145 or ASL 145) all with a grade of "C" or higher

Students will work on developing beginning expressive and receptive fingerspelling skills based on word recognition principles. 3 hrs. integrated lecture/lab/wk. The daytime sections are open only to students in the interpreter training program. INTR 147 and ASL 147 are the same course; do not enroll in both.

INTR 181 Interpreting Practicum I* (1 Hour)

Prerequisites: INTR 130 and INTR 145 with a grade of "C" or higher

Corequisites: INTR 223 and INTR 226 and INTR 250 all with a grade of "C" or higher

Students will observe skilled interpreters in various interpreting situations in a variety of settings during the semester. 2 hrs. lab, field work/wk.

INTR 223 Advanced American Sign Language* (3 Hours)

Prerequisites: INTR 123 or ASL 123 or FL 271 with a grade of "C" or higher

Corequisites: INTR 250 and INTR 226 and INTR 181 all with a grade of "C" or higher

This course is a continuation of Intermediate American Sign Language II. Students will learn about culturally significant topics related to the Deaf community, more complex ASL grammatical features and conversational skill development. Comprehension skills and linguistic features of ASL will be taught to a variety of contexts in simulated, typical interaction. Students will have opportunities to utilize what they learn about advanced ASL through class activities, dialogues, short stories, general conversations and class discussions. Sign comprehension and production skills will be emphasized. This course meets for six hours of internship/week.

INTR 226 Specialized and Technical Vocabulary* (2 Hours)

Prerequisites: INTR 123 or ASL 123 with a grade of "C" or higher

Corequisites: INTR 181 and INTR 250 and INTR 223 all with a grade of "C" or higher

This course will expand the interpreter training students' vocabulary related to specialized and technical contexts. Students will discuss vocabulary use in a variety of contexts to include socially restricted terms and phrases Deaf people use; colloquialisms; varying registers; terminology in medical, mental health, religion, sex, drugs; and strong language in ASL. Students' development of comprehension and production skills in common formal and informal settings will be emphasized. Students will also discuss Signing Exact English (SEE II) and the differences from American Sign Language (ASL). 4 hrs. integrated lecture-lab/wk.

INTR 242 Fingerspelling II* (2 Hours)

Prerequisites: INTR 147 with a grade of "C" or higher **Corequisites:** INTR 123 and INTR 131 and INTR 135 and INTR 248 all with a grade of "C" or higher

This course focuses on continued development of expressive and receptive fingerspelling skills based on word and phrase recognition and expression. 3 hrs. integrated lecture/lab/wk.

INTR 248 Deaf Community Ethnography* (3 Hours)

Prerequisites: INTR 145 or ASL 145 with a grade of "C" or higher

Corequisites: (INTR 123 or ASL 123) and INTR 131 and (INTR 135 or ASL 135) and INTR 242 all with a grade of "C" or higher

This advanced course will provide students the opportunity to explore power and oppression issues experienced by d/Deaf people. Specific attention will be given to society's views of the d/Deaf community and the influence of various media on these views. 3 hrs. lecture/wk.

INTR 250 Interpreting I* (6 Hours)

Prerequisites: INTR 131 with a grade of "C" or higher

Corequisites: INTR 181 and INTR 223 and INTR 226 all with a grade of "C" or higher

In this introduction to interpreting principles, emphasis will be on English-to-ASL and ASL-to-English skills. Students will participate in sequential drills and apply these skills in class. 10 hrs. integrated lecture/lab/wk.

INTR 251 Interpreting II* (2 Hours)

Prerequisites: INTR 250 with a grade of "C" or higher

Corequisites: INTR 262 and INTR 282 and AAC 150 all with a grade of "C" or higher

This is an advanced course concentrating on continued develop of English-to-ASL, ASL transliteration skills development. Students will have the opportunity to use these skills as stimulus material gradually becomes more advanced. 4 hrs. integrated lecture/lab/wk.

INTR 262 Seminar on Interpreting* (3 Hours)

Prerequisites: INTR 250 with a grade of "C" or higher

Corequisites: INTR 251 and INTR 282 and AAC 150 all with a grade of "C" or higher

This course provides students with knowledge of stress management as applied to both the physical demands and mental conditions of sign language interpreting. Students will learn and apply decision-making techniques in regard to the Interpreter (RID) Code of Ethics. Additionally, the course provides students with knowledge of career development theory, career decision-making and the job-search process. 3 hrs. lecture/wk.

INTR 282 Interpreting Practicum II* (6 Hours)

Prerequisites: INTR 181 with a grade of "C" or higher

Corequisites: INTR 251 and INTR 262 and AAC 150 all with a grade of "C" or higher

This course provides students with an opportunity to observe and interpret in an off-site setting with the supervision of an experienced interpreter. Students will actively engage in discussions relating to the difficulties and rewards of working in a realistic interpreting environment. The fieldwork totals 270 hours a semester.

INTR 291 Independent Study* (1-7 Hour)

Prerequisites: 2.0 GPA minimum and department approval

Independent study is a directed, structured learning experience offered as an extension of the regular curriculum. It is intended to allow individual students to broaden their comprehension of the principles of and competencies associated with the discipline or program. Its purpose is to supplement existing courses with individualized, in-depth learning experiences. Such learning experiences may be undertaken independent of the traditional classroom setting, but will be appropriately directed and supervised by regular instructional staff. Total contact hours vary based on the learning experience.