



ASL-English Interpreting

| Los Rios

The ASL-English Interpreter program provides an integrated series of coursework in American Sign Language (ASL) and ASL/English interpretation to prepare students for entry-level positions. A foundation in ASL discourse and interpretation is established through theoretical models. The emphasis is on the practical application of these models and knowledge in the areas of human relations, language skills, interpreting skills, and professionalism. The general education requirements complete the sequence of coursework to attain the associate degree.

[\(/academics/arc-program-road-maps\)](/academics/arc-program-road-maps)

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Associate Degree

A.A. in ASL-English Interpreter Preparation Program

This program provides an integrated series of coursework in American Sign Language (ASL) and ASL-English interpretation to prepare students for entry-level positions. The series provides academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people. A foundation in ASL discourse and interpretation is established through theoretical models. Emphasis is on the practical application of these models and knowledge in the areas of human relations, language skills, interpreting skills, cultural competence, service learning, and professionalism.

Catalog Date: January 1, 2020

Degree Requirements		
COURSE CODE	COURSE TITLE	UNITS
DEAF 318	American Sign Language V	4
DEAF 351	Introduction to American Deaf Culture	3
DEAF 352	Introduction to American Deaf Education	3
DEAF 370	Linguistics of American Sign Language	3
INTRP 300	Ethics and Professional Standards of Interpreting	3
INTRP 301	American Sign Language Discourse	3
INTRP 303	Orientation to the Interpreting Profession	3
INTRP 305	ASL to English Interpreting	3

COURSE CODE	COURSE TITLE	UNITS
INTRP 307	English to ASL Interpreting	3
INTRP 310	Introduction to Deaf Blind Interpreting	0.5
INTRP 312	Introduction to Oral Transmission	0.5
INTRP 320	Simultaneous Interpreting	4
INTRP 325	Transliteration	4
INTRP 350	Service Learning for Interpreters	2
INTRP 352	Mock Interpreting I	1
INTRP 354	Mock Interpreting II	1
INTRP 356	Fieldwork in Interpretation	5
A minimum of 4 units from the following:		4
INTRP 314	Introduction to Multicultural Communication (0.5)	
INTRP 330	Introduction to Educational Interpreting, K-12 (1)	
INTRP 332	Introduction to Educational Interpreting, Post Secondary (1)	
INTRP 334	Introduction to Medical Interpreting (1)	
INTRP 336	Introduction to Performing Arts Interpreting (1)	
INTRP 338	Introduction to Social Services and Employment Interpreting (1)	
INTRP 340	Introduction to Video Relay and Telephone Interpreting (0.5)	
INTRP 342	Introduction to Religious Interpreting (0.5)	
INTRP 344	Introduction to Working with a Certified Deaf Interpreter (0.5)	
INTRP 349	Signing for Dependency Situations (0.5)	
Total Units:		50

The ASL-English Interpreter Preparation Program Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Successful completion of one of the following: a) Graduation from an accredited high school in the United States b) General Educational Development (GED) Test c) California High School Proficiency Examination (CHSPE) prior to time of application d) A high school diploma from a school outside the United States with transcripts evaluated by a National Association of Credential Evaluation Services (NACES) approved independent agency. Such cases will be evaluated on an individual basis. e) An Associate of Arts/Associate of Science degree or higher from a regionally accredited college. f) College attended outside the United States with transcripts evaluated by a NACES approved independent agency, demonstrating A.A./A.S. degree or higher. Such cases will be evaluated on an individual basis.
- DEAF 316: American Sign Language IV or the equivalent, with a grade of "C" or better.
- Eligibility for ENGRD 310 or 312.
- A completed pre-enrollment application.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Pre-enrollment applications and deadlines for the ASL-English Interpreter Preparation Program (IPP) are available from the Humanities Division, the coordinator of the IPP or at the ARC IPP website. The Interpreter Preparation Program currently accepts students once per year for the Fall semester which begins in August. Applications for the Fall semester are available by February 15th and the deadline to submit the application is by the second Friday in April.
- Only qualified applicants who meet the educational requirements and follow the pre-enrollment procedures will be considered for the program. Meeting all these requirements does not guarantee acceptance into the program.
- Upon completion and acceptance of the pre-enrollment application, students will participate in an interview/screening process conducted by the Interpreter Preparation Program. Should the number of qualified applicants exceed available space in the program, selection will be based on the rankings from the interview/screening process.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- discuss and apply knowledge of linguistic, cross-cultural, and interpretation theories.
- demonstrate communicative competency in English and in ASL through effective communication in a variety of settings with Deaf and hearing participants of varying age, gender, and ethnicity.
- analyze, identify, and apply personal, professional, and ethical decisions in a manner consistent with theoretical models and standard professional practices that align in service with the goal of the setting and Deaf and hearing participants.
- demonstrate interpersonal competencies that foster effective communication and productive collaboration with colleagues, Deaf and hearing consumers, employers, and team members in an interpreting context.
- formulate effective interpretations both consecutively and simultaneously following a practice profession framework.
- develop an on-going professional action plan integrating interactions with Deaf related organizations, connections with interpreter employers, and the implications of certification on the provision of interpreting.

Career Information

American Sign Language-English interpreters are in demand locally, regionally, and nationally. A qualified American Sign Language-English interpreter enjoys a rewarding, highly flexible career. This field is expanding; growth in the job market is projected.

Certificate of Achievement

ASL-English Interpreter Preparation Program Certificate

This program provides an integrated series of coursework in American Sign Language (ASL) and ASL-English interpretation to prepare students for entry-level positions. The series provides academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people. A foundation in ASL discourse and interpretation is established through theoretical models. Emphasis is on the practical application of these models and knowledge in the areas of human relations, language skills, interpreting skills, cultural competence, service learning, and professionalism.

Catalog Date: January 1, 2020

Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
DEAF 318	American Sign Language V	4
DEAF 351	Introduction to American Deaf Culture	3
DEAF 352	Introduction to American Deaf Education	3
DEAF 370	Linguistics of American Sign Language	3
INTRP 300	Ethics and Professional Standards of Interpreting	3
INTRP 301	American Sign Language Discourse	3
INTRP 303	Orientation to the Interpreting Profession	3
INTRP 305	ASL to English Interpreting	3
INTRP 307	English to ASL Interpreting	3
INTRP 310	Introduction to Deaf Blind Interpreting	0.5
INTRP 312	Introduction to Oral Transmission	0.5
INTRP 320	Simultaneous Interpreting	4
INTRP 325	Transliteration	4
INTRP 350	Service Learning for Interpreters	2
INTRP 352	Mock Interpreting I	1
INTRP 354	Mock Interpreting II	1
INTRP 356	Fieldwork in Interpretation	5
A minimum of 4 units from the following:		4
INTRP 314	Introduction to Multicultural Communication (0.5)	
INTRP 330	Introduction to Educational Interpreting, K-12 (1)	
INTRP 332	Introduction to Educational Interpreting, Post Secondary (1)	
INTRP 334	Introduction to Medical Interpreting (1)	
INTRP 336	Introduction to Performing Arts Interpreting (1)	
INTRP 338	Introduction to Social Services and Employment Interpreting (1)	
INTRP 340	Introduction to Video Relay and Telephone Interpreting (0.5)	
INTRP 342	Introduction to Religious Interpreting (0.5)	
INTRP 344	Introduction to Working with a Certified Deaf Interpreter (0.5)	
INTRP 349	Signing for Dependency Situations (0.5)	
Total Units:		50

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- analyze, identify, and apply personal, professional, and ethical decisions in a manner consistent with theoretical models and standard professional practices that align in service with the goal of the setting and Deaf and hearing participants.

- demonstrate interpersonal competencies that foster effective communication and productive collaboration with colleagues, Deaf and hearing participants, employers, and team members in an interpreting context.
- formulate effective interpretations both consecutively and simultaneously following a practice profession framework.
- develop an on-going professional action plan integrating interactions with Deaf related organizations, connections with interpreter employers, and the implications of certification on the provision of interpreting.

Gainful Employment

The US Department of Education requires colleges to disclose a variety of information for any program that is eligible for financial aid that "prepares students for gainful employment in a recognized occupation." The following link provides Gainful Employment Disclosure information for this certificate program:

[Gainful Employment Information for ASL-English Interpreter Preparation Program Certificate of Achievement \(https://web.losrios.edu/gainful-emp-info/arc/30612/30612.htm\)](https://web.losrios.edu/gainful-emp-info/arc/30612/30612.htm)

Career Information

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ASL-English Interpreting (INTRP)

INTRP 300 Ethics and Professional Standards of Interpreting

Units:	3
Hours:	54 hours LEC
Prerequisite:	INTRP 303 and 305 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an exploration of personal ethics and values, the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct, and interpersonal relations as they relate to professional and ethical decision-making. Emphasis is on professional integrity, managing personal and professional behaviors, and conflict resolution for interpreters.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze personal ethics and mores as an American and as part of the D/deaf community.

- distinguish ethical standards within the RID Code of Professional Conduct.
- formulate ethical decisions regarding presented case studies.
- assess personal and professional behaviors appropriate to intercultural interpreted interactions.
- analyze ethical fitness regarding professional integrity, conflict resolution, and lifelong learning.
- assemble portfolio documentation related to a professional business plan.

INTRP 301 American Sign Language Discourse

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Enrollment Limitation:	Acceptance into the Interpreter Preparation Program through a pre-enrollment application and interview/screening process.
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides a foundation in American Sign Language (ASL) discourse and an introduction to translation with a focus on appropriate cultural norms used during interactions. Topics include conversational signals, prosodic features, register variation, message analysis, message transfer and translation. This course is formerly known as SILA 320.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the impact of cultural diversity on intercultural communication and translation.
- identify appropriate conversational signals and incorporate prosodic features in ASL and English.
- structure register variation samples in both ASL and English.
- reformulate the meaning in main ideas, idea units, and word level translations from the source text.
- produce the steps in the translation process and evaluate for accuracy, clearness, and naturalness.

INTRP 303 Orientation to the Interpreting Profession

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Enrollment Limitation:	Acceptance into the Interpreter Preparation Program through a pre-enrollment application and interview/screening process.
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides a working knowledge of the interpreting profession. Topics include the history of the

interpreting field, personal and professional demands, laws and regulations, certification and evaluation standards, extra linguistic knowledge and the employment environment. Career-long learning, self-awareness, and intrapersonal and interpersonal skills are explored during this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess intrapersonal and interpersonal skills and aptitudes as they relate to the interpreter, colleagues, consumers, and employers.
- identify and discuss the major historical eras and professional organizations in the field of interpreting.
- research state regulations, state and national laws, and evaluation standards that affect the interpreting profession.
- describe current practices regarding business skills and the employment environment.
- plan a progression of courses to complete the American River College Interpretation Preparation Program.

INTRP 305 ASL to English Interpreting

Units:	3
Hours:	36 hours LEC; 54 hours LAB
Prerequisite:	INTRP 303 with a grade of "C" or better
Corequisite:	INTRP 307
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides basic skills in translation and consecutive interpreting from American Sign Language (ASL) to English. Topics include a theoretical analysis of the interpreting process, application of academic and world knowledge, and an introduction to fundamental interpreting skills and techniques for professional interactions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise cognitive processing and interpreting theory related to translation and consecutive interpreting.
- apply academic and world knowledge during ASL to English translation and consecutive interpreting.
- analyze and integrate register and discourse analysis.
- manage the flow of communication during the interpreting process.
- assess source language comprehension and incorporate feedback from the D/deaf consumer to modify interpretation.
- construct equivalent discourse in the target language, English, while monitoring message output.

- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.
- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.

INTRP 307 English to ASL Interpreting

Units:	3
Hours:	36 hours LEC; 54 hours LAB
Prerequisite:	INTRP 303 with a grade of "C" or better
Corequisite:	INTRP 305
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides basic skills in translation and consecutive interpreting from English to American Sign Language (ASL). Topics include a theoretical analysis of the interpreting process, application of academic and world knowledge, and an introduction to fundamental interpreting skills and techniques for professional interactions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise cognitive processing and interpreting theory related to translation and consecutive interpreting.
- apply academic and world knowledge during English to ASL translation and consecutive interpreting.
- analyze and integrate register and discourse analysis.
- manage the flow of communication during the interpreting process.
- assess source language comprehension and incorporate feedback from the hearing consumer to modify interpretation.
- construct equivalent discourse in the target language, ASL, while monitoring message output.
- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.
- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.

INTRP 310 Introduction to Deaf Blind Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 303 with a grade of "C" or better

Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an orientation to the Deaf-Blind community. Topics include sighted guide techniques, environmental and ergonomic considerations, modifications to the interpreting models, and additional responsibilities when interacting with Deaf-Blind individuals.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- outline an overview of the field of interpreting and working with Deaf-Blind persons.
- analyze the most common modes of communication used when interacting with Deaf-Blind people.
- choose the preferred type of communication and interpretation techniques.
- describe environmental and ergonomic considerations.
- identify modifications to the interpreting mode.

INTRP 312 Introduction to Oral Transmission

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 303 with a grade of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides exposure to, background in, and techniques for oral transmission and interaction with oral Deaf people. Topics include speechreading skills, articulation, and support techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate heightened awareness, sensitivity, and the need for specialized communication with Deaf and hard-of-hearing people who prefer oral communication.
- outline environmental factors influencing the oral transmission process.
- apply factors influencing the process of speechreading.
- analyze and use verbal support techniques in oral interpreting.
- analyze and use support techniques in oral interpreting.
- transmit a message orally, using various techniques.

INTRP 314 Introduction to Multicultural Communication

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	None.
Advisory:	INTRP 305 and 307
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is a focus on the field of multicultural communication. Cultural and linguistic diversity, personal life experiences, and enhancing racial and ethnic diversity in the interpreting profession are emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the depth and breadth of a multicultural and/or multilingual situation.
- appraise cultural implications of personal cultural norms, behaviors, and values.
- describe the cultural and linguistic diversity of the life of a specific cultural group.
- interact in a culturally sensitive manner with a specific cultural group.

INTRP 320 Simultaneous Interpreting

Units:	4
Hours:	72 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides intermediate knowledge and skill development in the area of simultaneous interpreting. Both American Sign Language (ASL) to English and English to ASL interpreting skills are incorporated. Topics include an application of the interpreting process, a focus on analytical and composition skills, incorporation of cultural considerations, and team interpreting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess interpreting situations to determine if qualified to accept the job.
- appraise cognitive processing, interpreting theory, and dual task strategies related to consecutive and simultaneous interpreting.
- evaluate academic and world knowledge during English to ASL and English to ASL simultaneous interpreting.
- assess source language comprehension and incorporate feedback from the consumer to modify interpretation.
- construct equivalent discourse in the target language while monitoring message output.

- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.
- examine the impact of cultural differences on interpreting situations.
- manage the flow of communication during the interpreting process.
- provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.
- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.

INTRP 325 Transliteration

Units:	4
Hours:	72 hours LEC
Prerequisite:	INTRP 320 with a grade of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides basic skills in transliteration. It incorporates both ASL to English and English to ASL literal to idiomatic transliteration skills. Topics include language and consumer assessment, contact signing forms, semantic appropriateness, syntactic considerations, prosodic features, lipshadowing, lipreading, and fingerspelling reception and production.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast interpretation and transliteration.
- conduct linguistic assessments of various signed models.
- analyze context and content of source language in English, contact signing, and ASL.
- transliterate contact signing language samples demonstrating skills outlined in the contact signing assessment strategies.
- assess and demonstrate knowledge of the variety of cultural identifications by Deaf consumers.
- research vocabulary building related to ASL, English, and contact signing.
- produce ASL to English and English to ASL literal to idiomatic transliterations using information processing and assessment strategies.
- use appropriate ergonomics within the transliterated setting.

INTRP 330 Introduction to Educational Interpreting, K-12

Units:	1
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Hours:	18 hours LEC
Prerequisite:	INTRP 305 with a grade of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course introduces interpreting in the educational setting with a focus on the elementary and secondary levels of education. Emphasis is on vocabulary development and enrichment specific to educational interpreting, resource development, team building, roles and responsibilities, communicating with children, and ethics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify mandated reporting situations and their impact in K-12 settings.
- analyze the roles and responsibilities of the student, instructor, and interpreter in a variety of K-12 settings.
- describe the various non-interpreting tasks which may be required of educational interpreters (tutor, aide, notetaker, lunchroom/playground/hall monitor, sign language teacher, resource, etc.).
- identify the characteristics of settings in which educational interpreting may be provided (classroom, field trips, parent-teacher conferences, Individual Education Plan meetings, assemblies, sporting events, theater, driver's education, etc.).
- assess, analyze, and interpret Deaf children's language samples.
- apply the RID Code of Professional Conduct and Educational Interpreter Performance Assessment Guidelines for Professional Conduct for educational interpreting.
- interpret effectively for mock classroom environments.

INTRP 332 Introduction to Educational Interpreting, Post Secondary

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is an introduction to interpreting in the educational setting with a focus on the postsecondary level of education. Emphasis is on vocabulary development and enrichment specific to educational interpreting, resource development, team building, and ethics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- choose translations that demonstrate lexical and syntactic flexibility for basic source texts in the educational setting.
- compile remedies for specific educational interpreting situations.
- identify unique characteristics of the variety of settings in which educational interpreting might be

provided.

- research possible resources in the academic setting and community in preparation for a given educational interpreting assignment.
- assess, analyze, and interpret Deaf students' language samples.
- evaluate and document effective team interpreting strategies.
- interpret effectively in live and videotaped situations.

INTRP 334 Introduction to Medical Interpreting

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

The course is an introduction to interpreting in the medical setting. Logistics, role and ethics, the impact of culture and language use are considered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast medical environmental strategies, including positioning and sight lines.
- choose translations that demonstrate lexical and syntactic flexibility for basic source texts in the medical setting.
- generate appropriate ethical and cultural constructs in medical situations.
- detail the role and responsibilities of an interpreter in a medical setting.

INTRP 336 Introduction to Performing Arts Interpreting

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is an introduction to interpreting in the performing arts setting. Character development, the function of space in American Sign Language (ASL), environmental considerations, team collaboration, and interpretation are considered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and construct characters related to a source text.
- determine and outline appropriate environmental strategies, including positioning and sight line techniques.
- choose appropriate morphological and syntactic linguistic features.
- compose an interpretation of a performing arts text.
- evaluate strategies in working as a member of an interpreting team.

INTRP 338 Introduction to Social Services and Employment Interpreting

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is an introduction to interpreting in social services and employment settings. Environmental considerations, interpretation, resource building, teamwork, and ethics are considered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast environmental strategies, including positioning and sight lines.
- interpret ASL/English in a variety of social service and employment mock environments.
- compose strategies in working as a member of a team.
- research and incorporate interpretation strategies regarding specific settings including Deaf Safe, designated interpreter, corporate environment, and Department of Rehabilitation.
- apply ethical and cultural considerations in social services and employment-related situations.

INTRP 340 Introduction to Video Relay and Telephone Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is an introduction to video relay and telephone interpreting. Environmental considerations, vocabulary development, resource building, video relay and telephone processes, etiquette, and ethics are considered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate appropriate environmental strategies including positioning and lighting techniques.
- research methods to be used when telephone interpreting.
- analyze models in video interpreting.
- construct situation-specific strategies for interpreting on video and telephone.
- outline ethical and cultural considerations in specific settings.
- interpret effectively in live and videotaped situations.

INTRP 342 Introduction to Religious Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course is an introduction to interpreting in the religious setting. Environmental considerations, vocabulary development, resource building, introductory knowledge, and ethics are covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast environmental strategies, including positioning, lighting, and sight lines.
- plan a discourse analysis for representative texts in the religious setting.
- specify resources available for specific religious settings.
- research and outline strategies in working as a member of a team.
- formulate interpretations regarding specific prayers and hymns.
- describe appropriate ethical and cultural considerations in religious situations.

INTRP 344 Introduction to Working with a Certified Deaf Interpreter

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

Catalog Date: January 1, 2020

This course is an introduction to interpreting while working with a certified Deaf interpreter (CDI). Topics include: language and communication variation; specialized skills of the CDI; explanation of the role, function, and process of Deaf/hearing teams; and an introduction to the conjoint work involved in the collaborative interpreting process.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify language and communication variations within hearing culture both situational and temporary.
- outline the specialized skills and experience that the certified Deaf interpreter brings to the team.
- explain the role, function, and process of Deaf/hearing interpreting teams with an understanding of the possible power imbalances involved.
- examine aspects of the conjoint work involved in a collaborative interpreting process.

INTRP 349 Signing for Dependency Situations

Units: 0.5
Hours: 9 hours LEC
Prerequisite: INTRP 303 with a grade of "C" or better
Transferable: CSU
Catalog Date: January 1, 2020

This course provides an introduction to the signs used by Deaf people related to sex, alcohol, and drug abuse. Resources available to Deaf people including Deaf Hope, Deaf Safe, and sobriety meetings are covered. Methods for interpreting these resources are covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify signs used in substance dependency and sexual situations.
- research resources regarding sobriety available to Deaf people.
- research resources regarding sexual assault, domestic violence, and keeping safe for Deaf people.
- analyze the ASL resources available in substance dependency and sexual situations.

INTRP 350 Service Learning for Interpreters

Units: 2
Hours: 27 hours LEC; 27 hours LAB

Prerequisite:	INTRP 301 and 303 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an opportunity to collaborate to build relationships with the Deaf community. Topics include aligning goals and values of the Deaf community through a reciprocal, respectful, and mutually rewarding partnership, resulting in progress toward the Deaf community's goals and enhanced learning of the responsibilities between future practitioners and the communities in which they work. A portion of this course may be offered in a TBA component of 27 hours which will include service learning provision.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the relationship between Deaf community assets and capacity of the partnership to address identified needs.
- apply models of social change and experiential learning to personal experience.
- collaborate to construct service learning projects that are responsive to community needs.
- demonstrate cross-cultural and ASL discourse competencies during direct interaction and indirect conversations when Deaf community members are present.

INTRP 352 Mock Interpreting I

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an opportunity to interpret for live or taped presenters in class. Focus is on application of text analysis, assignment preparation, team interpreting, and information processing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to research and prepare for an in-class interpretation.
- analyze and document principles of Demand Control Schema related to team interpreting.
- produce a simultaneous interpretation that contains main points.
- assess interpreting performance and identify strategies for improvement.

INTRP 354 Mock Interpreting II

Units:	1
Hours:	4.5 hours LEC; 40.5 hours LAB
Prerequisite:	INTRP 300 and 307 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an opportunity to interpret for an ongoing college class. Focus is on application of text analysis, assignment preparation, information processing, the role of the educational interpreter, and giving and receiving feedback.

A portion of this course may be offered in a TBA component of 40.5 hours which may include preparation for and interpreting in mock interpreting settings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research and prepare for an interpreting assignment.
- analyze and document principles of Demand-Control Schema in an interpreted assignment.
- integrate techniques for primary tasks inclusion, text analysis, and process management.
- formulate a simultaneous interpretation for a full class period while working with a team.
- assess interpreting performance and identify strategies for improvement.

INTRP 356 Fieldwork in Interpretation

Units:	5
Hours:	54 hours LEC; 108 hours LAB
Prerequisite:	INTRP 300 and 320 with grades of "C" or better
Transferable:	CSU
Catalog Date:	January 1, 2020

This course provides an opportunity to apply classroom learning to real-world practice in interpreting in both on-campus and off-campus settings. It also provides an opportunity to take one of the national evaluation system examinations. A portion of this course may be offered in a TBA component of 108 hours which may include observation of interpreters and individual and team interpreting practice.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate skills that enhance relationships with other employees, consumers, and the employer.
- choose specific professional skills applied to the delivery of interpreting services with Deaf and hearing consumers.
- analyze and document principles of interpreter observation and Demand-Control Schema for five different settings/days.
- research interpreting practices working with at least one interview with an interpreting services manager.

- complete employment application procedures such as a resume, cover letter, and interviewing techniques.
- prepare for and take a national skills-based assessment.
- document his/her work throughout the ARC Interpreter Preparation Program via a capstone portfolio.

INTRP 495 Independent Studies in Sign Language Studies - Interpreting

Units:	1 - 3
Hours:	54 - 162 hours LAB
Prerequisite:	None.
Transferable:	CSU
Catalog Date:	January 1, 2020

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

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