Course Syllabus Fall 2024, 2 credits
Salt Lake Community College
Prerequisite: concurrent with INTR 2200

INTR 2910: Educational Interpreting

Overview:

The purpose of is class is to further prepare you for a career as a professional interpreter ready to work in educational settings, specifically in K -12 mainstreamed classrooms. The educational setting is a unique specialty of interpreting that requires the interpreter has an understanding of how their role as an educational interpreter differs from a community interpreter, and how the Code of Professional Conduct is applied. This class focuses on interpreting classroom lesson, dialogue and lecture stimulus as well as exposure to voice interpreting for children and teens. Rating criteria for interpretation skill will be based on the Educational Interpreter Performance Assessment (EIPA). This course is 2 credit hours; half the class time and homework will be spent on theory, and the other half on interpreting skills.

Canvas:

All course content is available on Canvas. Please refer to Canvas for all course communication, assignment submissions and updated schedule, including schedule changes.

Course Description:

This course is an introduction to interpreting in K-12 settings. Topics include:

- an overview of the Educational Performance Assessment (EIPA),
- public/deaf education in the US, interpreting classroom learning activities
- language skills/communication modes,
- interpreter/student responsibility
- creating accessibility in various K-12 environments

Objectives:

Upon successful completion of this course students will be able to:

1. Explain how educational interpreting services are administrated.
2. Describe the educational interpreter's role and responsibilities in elementary, middle school, high school, vocational and higher education settings and how it is different from community work in regards to skill set, work demands, consumers, and technology.
3. Explain ethical challenges that arise in educational settings and apply the CPC and EIPA Guidelines in resolving problems.

4. Explain the benefits of attempting the EIPA and decide whether or not to test during Internship term.
5. Prepare for and effectively interpret stimulus material from primary, secondary and higher education classrooms in order to meet the instructional goals of a given lesson.
6. Prepare for and interpret stimulus material from child signers into equivalent spoken English.
7. Self and Peer evaluate interpretations of educational stimulus based on EIPA rating criteria.
8. Explain the educational and certification requirements and options for working in both K-12 and higher education settings in Utah and the U.S.
9. Be prepared for the EIPA written exam. (Taking the exam is optional)
10. Be prepared for the EIPA performance assessment (or EIPA pre-hire screening) at both the elementary and secondary levels in ASL and/or PSE. (Taking the exam during Spring Semester is highly encouraged.)
11. Be prepared to complete an internship placement in an educational setting during the spring semester.

SLCC learning outcomes:

The ITP is committed to fostering and assessing learning various outcomes in our program. This course strives for outcomes in the following areas:

- Substantive knowledge in ASL/interpreting
- Effective communication
- Critical thinking
- Knowledge and skills to be civically engaged and/or work professionally constructively with others

Required Readings / Materials:

1. Text Book: Seal, B.C. (2004). Best Practices in Educational Interpreting. Massachusetts: Allyn & Bacon (2nd Edition) ISBN: 0205386024 * available for lend from ITP lending library
2. Additional Readings / Interpreter Guides:

- Ed. Interpreter Guide Sheets_Administrators-Gallaudet.pdf
- Ed. Interpreter Guide Sheets_Teachers-Gallaudet.pdf
- Ed. Interpreter Guide Sheets_Interpreter-Gallaudet.pdf
- Ed. Interpreter Guide Sheets-Gallaudet.pdf
- Ed. Interpreter Guide Sheets_Students-Gallaudet.pdf
- Ed. Interpreter Guide Sheets_Students Who Use Cochlear Implants.pdf
- Ed. Interpreter Guide Sheets_Parents-Gallaudet.pdf

4. NAIE Educational Interpreter Code of Ethics (PDF and ASL recording)
5. Professional Guidelines for Interpreting in Educational Settings (First Edition) (https://naiedu.org/guidelines/

6. GoReact account for recording and submitting interpreting videos

Accommodations:

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Accessibility & Disability Services. phone: 801- 957-4659; email: drc@slcc.edu; online: www.slcc.edu/drc.

ePortfolio:

Throughout the interpreter training program (and especially in INTR 1600) students will develop an ePortoflio. This may be a continuation of a portfolio begun for your general education courses. If you have not yet begun a portfolio, you will be instructed how to do so. Each of your interpreting courses, must have its own page highlighting what you have accomplished or learned. It is highly recommended that you electronically save assignments you complete during the program for potential inclusion in your portfolio. Also, as you may choose to include recordings in your ePortfolio which will be viewed by potential internship supervisors, please dress and groom professionally when we record in class (contrasting shirt with appropriate neckline and no distracting jewelry, hairstyles or hats). Your ePortfolio will also document your required workshop hours, UTRID membership as well as highlight experiences and photos you have in and out of the classroom throughout your two years. For this course, I recommend including in your INTR 2910 page:

- Recorded Sample(s) of your interpreting work (identified as cold or rehearsed)
- Written assignment

Class Policies

Canvas: Canvas is used heavily in this course. You will use it to complete and submit all of your assignments and exams. Checking Canvas regularly is expected and will help you succeed in this course.

GoReact: The online video tool, GoReact, will be used for all video recorded interpreting assignments. You are expected to have an active account on the first day of class. Sponsored students can use grant/scholarship monies for their membership through the bookstore

Late Work: All assignments are due at the beginning of class or at 11:59pm as listed on Canvas. Work turned in after the deadline will be marked late. Late assignments will be accepted for half credit up to one week past the deadline except in the cases of emergency such as funeral or serious illness.

Email Communication: The Canvas inbox will be used for class related information, updates and interpreting news and opportunities. You will also be responsible for information about class sent via email. It is recommended that you check for messages daily. Likewise, I will respond to all messages within 24 hours Monday – Friday and try to check in on the weekend as well. You are welcome to text me for a quicker reply.

Cell Phones / Laptops: Please silence and store cell phones while in person in class. Laptops may be used if it contributes to the learning activity. If you must be available to respond to an emergency call or text message, please inform the instructor, respond and return promptly.

Institutional syllabus: for additional information on advising and student support services, resource centers on campus and college policies, please visit:

https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Title IX Information: 20 U.S.C.A. Section 1681 (a): TITLE IX: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds." If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact: Dr. Marlin Clark, Dean of Students, 801-957-4776, STC 276 A (Redwood) or: Online Reporting Form: http://www.slcc.edu/eeo/title-ix/complaint.aspx

Student Code of Conduct: Students are expected to follow the SLCC Student Code of Conduct found at http://www.slcc.edu/policies/docs/stdtcode.pdf

Emergency / Evacuation: Always leave the building immediately. Turn off equipment and lights and close the door behind you. DO NOT USE THE ELEVATOR. Please make accommodations through the DRC office should you require assistance evacuating a building via the stairs. Once outside, move to the SOUTH side of the building and wait with your peers and instructor. Do not reenter the building until directed to do so.

Methods of Evaluation

Attendance and Participation: Class participation is crucial. As the instructor, I will do my best to make class a productive learning environment. It is your responsibility to be in class on time, prepared with readings and assignments, ready to learn. When you must miss class, please notify me beforehand or the same day via email or text. Missing class for reasons other than approved college approved outings, serious illness, funerals, etc. will result in the forfeit of any points associated with attendance that day.

Required Readings & Reading Summaries (x10): Weekly textbook and supplemental readings will be required. Because English comprehension and the ability to identify main points, paraphrase and summarize are critical skills of the educational interpreter, students will be assigned portions of the assigned readings to summarize. Summaries should be concise, focusing on the main points only, well prepared and delivered in ASL. or English as directed. 1-2 minutes is the recommended length for a summary; 3 minutes maximum. It is suggested that you utilize the study guides and power point presentation to focus on the important points of each reading. Points for each summary will be based on preparedness and thoroughness. You are expected to read the entire reading assignment, not just your assigned portion. Preparing your summary during class will result in a zero for your summary assignment. Reading summaries may not be made up.

Written Quizzes (x 5): Students will be tested on material from the chapters in Best Practices in Educational Interpreting as well as additional PDF readings & ASL Viewings. Students will be expected to provide college-level responses at are well show understanding and application of the theory. Study guides will be provided as a resource. They are not required and will not be graded, but are highly recommended for exam preparation. Tests will be on Canvas and may be in-class or at-home at the discretion of the instructor. Questions will be mainly short answer.

Written Paper: Working with children is different than working with adults. This assignment will assess students' ability to appropriately employ the CPC and EIPA Guidelines of Professional Conduct for Educational Interpreters and apply theory learned in the class through readings and discussion. More information will be given in class.

Voice Interpreting Evaluations (child signers) (x 2): Students will voice interpret for two child signers, one elementary and one secondary. The interpretations will be evaluated by the instructor. The video segment will simulate the voicing portion of the EIPA exam and will be graded on EIPA criteria. Simultaneous interpreting will be expected. One voice interpretation will be self-evaluated and one will be instructor evaluated.

Sign Interpreting Evaluations (classroom stimulus) (x 4): Students will interpret four videos of actual classrooms from various grade levels. Two interpretations will be evaluated by the instructor, one will be peer evaluated and one will be self-evaluated. Professional appearance is required for recorded performances (consider potential inclusion in your ePortfolio). Simultaneous interpreting is expected. The video segments will simulate the signing portions of the EIPA exam.

Final Exam Interpretations (x 1 voicing, x1 signing) This will be a cold performance exam with both a voicing and signing component. It will be similar to EIPA stimulus. These will be taken during finals week.

Final Written Exam: The exam will be comprehensive testing the readings and discussions from the semester. It will be taken during Final Exams week.

Final Grading:

- 940 – 1000 A
- 900 - 939 A-
- 870 - 899 B+
- 840 - 869 B
- 800 - 829 B
- 770 – 799 C+
- 740 - 769 C
- 700 - 729 C
- 670 - 699 D+
- 640 - 669 D
- 600 - 629 D
- 000 - 599 E

Program Grade Requirement: A grade of B- or higher is required in order to continue with the Interpreter Training Program.

EIPA TESTING Opportunities: https://www.taese.org/ * registration closes one month prior and often fills up even earlier. Plan ahead! There is a registration fee. The closest sites to SLCC usually offer testing opportunities in the between March – June.

- Taylorsville, UT USU SL Center
- Meridian/Gooding IDISU Meridian/IESDB
- Casper, WY Resource Library