



Curricular Trends in Baccalaureate Level Interpreter Education

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Focus of 2000-2005 RSA Grant #160B000003

- ◆ Ascertain the current state-of-the-art of interpreting and interpreter education
- ◆ Define a model interpreter preparation program

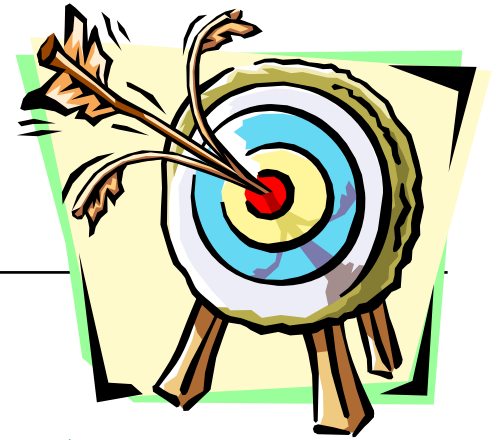


Presentation Goals

- ◆ Provide overview of a grant-funded project related to defining a model interpreter education program
- ◆ Discuss findings regarding curricular trends identified in baccalaureate interpreter education programs
- ◆ Consider the implications for the field and for program accreditation

Question #1

What is the "target"?



- ◆ 2003-2004 survey sent to 102 interpreter preparation programs (IPPs)
- ◆ Focus of the survey: What are the graduate outcomes for your program?
- ◆ 41 Responses: 6 BA + 35 AA (42% response rate)
- ◆ Findings: No common standard—significant variation regarding graduate outcomes

State-of-the-Art

- ◆ Estimated 25,000-30,000 practitioners
- ◆ Multiple credentialing systems
- ◆ Academic programs at certificate, associate, baccalaureate and master degree levels
- ◆ No distinction between para- and professional competence
- ◆ RID requirement for academic degree
- ◆ State of default vs competent autonomy



Question #2

What curricular trends are evident in baccalaureate level interpreter education?

Web-based search and analysis

Program Selection

- ◆ 5 programs responded to outcomes survey
+2 others for geographic distribution
- ◆ Significant web presence
- ◆ Private and public schools
- ◆ At least a decade of program implementation

Research and Analysis

Contributors

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Purpose of the research

1. Analyze baccalaureate interpreter education programs
2. Identify common curricular themes
3. Work to define a 'model' program



Curricular Areas

- ◆ Program Focus
- ◆ Title of Degree
- ◆ Foundations in Language and Culture
- ◆ Foundations in Interpreting Skills
- ◆ Interpreting Skills Development
- ◆ Professionalism
- ◆ Ethics
- ◆ Specialized Interpreting
- ◆ Practicum and/or Internship

Programs

The 7 programs in the first stage of analysis:

1 in northwest
(public)

1 in southwest
(public)



2 in northeast
1 private, 1 public

2 in the mid-west
(private)

1 in southeast
(public)

Findings: Program Focus

Each of the 7 programs had a slightly different focus



Findings: Program Focus

- ◆ Generalist with concentration in education or community
- ◆ Generalist with emphasis on discourse/linguistics
- ◆ Generalist with emphasis on medical interpreting
- ◆ Educational interpreting
- ◆ Generalist
- ◆ Educational interpreting with emphasis in communication disorders
- ◆ Generalist with coursework in education or community interpreting

Findings: Title of Degree

- ◆ Reflects diversity of perspectives
- ◆ Each program offers either BA or BS (in some cases, not specified)
- ◆ 5 programs reflect current thinking, e.g., interpreting between 2 languages & cultures
- ◆ 2 programs reflect less current educational models, e.g., medical or rehab perspective

Findings: Title of Degree & Credits

Degree	Credits
Bachelor of Science in ASL /English Interpretation	186 qtr. credit hours 110 major, 76 gen. ed.
Bachelor of Science in ASL /English Interpreting	129 sem. credit hours 77 major(?), 52 gen. ed. (?)
Bachelor of Arts in ASL/English Interpreting	134 sem. credit hours 64 major, 68 gen. ed.
Bachelor of Science (?) in Special Education and Rehabilitation	N/A
Bachelor of Arts in Interpretation: ASL/English	125 sem. credit hours 81 major, 44 gen. ed.
Bachelor of Arts in Communication Sciences and Disorders: Interpreter Training	120 sem. credit hours 51 major, 69 gen. ed.
Bachelor of Science/Bachelor of Arts in ASL/English Interpreting	180 qtr. credit hours 67 major, 113 gen. ed.

Findings: Foundations in Language & Culture

Pre-requisite for Program	Credits included in degree	ASL level at start of program
ASL I-III q	NO	ASL IV q
none	YES	ASL I s
ASL I & II s	NO	ASL III s
ASL I & II s	NO	ASL III s
none	YES	ASL 1 s
none	YES	ASL I s
ASL I – VI q	YES	ASL I q

Hours of ASL Instruction

Pre-requisite for Program	Program ASL Credits	Total ASL Credits	Semester Hours
12qch	12qch	24qch	18
0	20sch	20sch	20
24sch	6sch	30sch	30
6sch	9sch	15sch	15
6sch	9 sch	15 sch	15
0	16sch	16sch	16
0	24qch	24qch	18

Findings: Common Themes

Introduction to Interpreting Course

Overview of the profession	✓	✓		✓	✓	✓	✓
History of Interpreting	✓	✓					✓
Terminology	✓	✓	✓	✓	✓	✓	✓
Employment options/settings	✓	✓	✓		✓	✓	✓
Current Issues	✓		✓				✓
Required Skills, aptitude, knowledge	✓	✓			✓		✓

Findings: Common Themes

Introduction to Interpreting Course

Introduction to Ethics	✓	✓	✓		✓	✓	
Decision-Making Models			✓				
Role & Responsibilities	✓	✓	✓	✓	✓	✓	✓
CTD	✓						
Evaluation & Certificates	✓	✓	✓	✓	✓	✓	
Professional Associations	✓	✓	✓	✓	✓	✓	✓
Business of Interpreting		✓					
Communication Assessment	✓	✓	✓				

Findings: Common Themes

Pre-Interpreting Skills Courses

Discourse Analysis	✓	✓	✓	✓			✓
Language Acquisition	✓					✓	✓
Cognitive Processing Skills	✓	✓	✓	✓	✓	✓	✓
Theoretical Models	✓	✓	✓	✓			✓
Interpreting Skill Development	✓			✓	✓	✓	
Text Analysis	✓	✓	✓	✓			
Translation	✓	✓		✓			

Findings: Common Themes

Interpreting Skills Development Courses

Translation		✓	✓			✓	✓
Consecutive Interp Skills	✓	✓	✓		✓		✓
Simultaneous Interp Skills	✓	✓	✓	✓	✓	✓	✓
App. of Processing Skills	✓			✓	✓		✓
Text Analysis	✓	✓	✓	✓		✓	✓
Narrative Texts		✓					
Expository Texts		✓					
Persuasive Texts		✓					

Findings: Common Themes

Interpreting Skills Development Courses

Interpreting Management Strategies	✓			✓			
Monologue	✓		✓	✓	✓		✓
Dialogues/Interviews	✓	✓	✓	✓	✓	✓	✓
Group Discussions							✓
Diagnostic Feedback	✓		✓		✓		
Warm-Up Exercises	✓						
Academic Texts	✓			✓		✓	✓
Frozen Texts	✓						

Findings: Common Themes

Interpreting Skills Development Courses

Strategies for Team Interp.	✓	✓			✓		✓
Contact Language	✓				✓		✓
Linguistic and Sociolinguistic Factors		✓	✓				
Cognitive Processes and Decision Making Skills		✓	✓		✓		
Interpreting vs. Transliteration	✓		✓	✓	✓	✓	✓
Contrastive Linguistics			✓		✓		
Rely (Deaf intermediary) Interpreting				✓			✓

Findings: Common Themes

Professional Ethics Courses

RID Code of Ethics	✓	✓	✓	✓	✓	✓	✓
Application of Code of Ethics	✓	✓	✓	✓	✓	✓	✓
Etiquette and Protocol in Various Settings	✓	✓	✓		✓	✓	✓
Procedural, Comm. & Legal Issues in Educational Environment				✓		✓	
Power Relations		✓	✓				
Group Theory and Skills				✓			✓

Findings: Common Themes

Professional Ethics Courses

Problem Solving & Problem Solving Model				✓			✓
Conflict Resolution			✓				✓
Stress Management	✓						✓
Communication Skills					✓		✓
Licensure & Certification					✓		✓

Findings: Common Themes

Practicum and Internship Courses

Observation of Professional Interpreters	✓	✓	✓	✓	✓	✓	✓
Mock interpreting (no consumer)				✓	✓		
Supervised Interpreting – onsite mentor	✓	✓	✓	✓		✓	✓
Regular meeting with instructor	✓	✓	✓				
Independent Interpreting	✓						✓
Practicum sites - various settings	✓	✓			✓		✓
Educational setting only				✓		✓	
Medical setting only			✓				
Develop work habits	✓		✓		✓		✓
Develop work relationships	✓				✓		✓

Question #3

What additional insight can be gained into the curricular trends in baccalaureate interpreter preparation programs by examining course scope and sequence in relationship to the CIT Interpreter Education Standards?

Program Participation

- ◆ 6 programs participated
5 from the previous cluster of programs
- ◆ Each charted course content in relationship to CIT Interpreter Education Standards
- ◆ Data analyzed for further insight

Findings: Common Curricular Themes

All programs had:

1. All (at some level) the CIT Interpreter Education Standards
2. A liberal arts component
3. At least 1 theory course discussing the profession of interpreting and presenting foundation information

Common Curricular Themes from CIT Standards in “Intro” Course

4 of 6 programs have these standards included in the “Introduction” courses

- ◆ Theories of interpretation and translation
- ◆ Historical foundations of the profession
- ◆ Interpreter role and responsibilities
- ◆ Professional ethics
- ◆ Human Services and community resources
- ◆ Certification and Licensure
- ◆ Business Practices
- ◆ State and Federal Legislation



Common Curricular Themes CIT Standards in “Ethics” Course

5 of 6 programs have separate course regarding ethical behavior

1 program has fieldwork course in ethics

1 program has two observation-supervision courses

Common Curricular Themes

CIT Standards in “Ethics” Course

- ◆ Historical foundations of the profession
- ◆ Interpreter role and responsibilities
- ◆ Professional ethics
- ◆ Human Relations
- ◆ Human service and community resources
- ◆ Certification and Licensure
- ◆ Business practices
- ◆ State and federal legislation

Common Curricular Themes from CIT Standards for Skills Courses

All programs seem to have a logical and progressive sequence of skill courses

- ◆ I and II
- ◆ Intermediate and Advanced
- ◆ I - V

Common Curricular Themes: Educational Interpreting

5 of 6 programs provide coursework
in educational interpreting



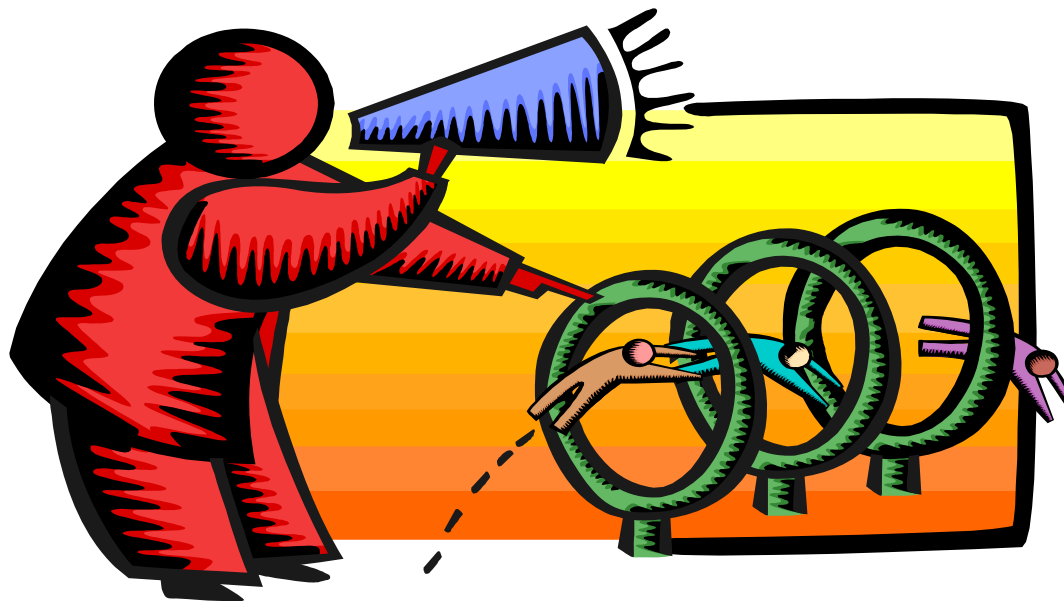
Common Curricular Themes: Specialty Areas

All programs provide coursework in some specialized or emphasis areas:

- ◆ Medical
- ◆ Intro to K-12
- ◆ Legal/Community/K-12
- ◆ Oral/Deaf-Blind
- ◆ Interpreting In Community Settings
- ◆ K-12 Interpreting

Common Curricular Themes: Internship or Practicum

All programs have at least 1 course devoted to a supervised or guided practicum experience



Common Curricular Themes: Observation

All programs have at least 2 courses where directed observation occurs



Differences: Sign to Voice, Voice to Sign

2 of 6 programs have separated the sign-to-voice and voice-to-sign tasks

1. Sign to Voice Interpreting I
1. Voice to Sign Interpreting I
2. Sign-Voice Interpreting/Transliterating
2. Voice-Sign Interpreting/Transliterating

Differences: Interpreting and Transliterating

2 programs separate the interpreting and transliteration tasks into separate courses

1. Introduction to Transliteration
2. Advanced Transliterating
2. Advanced Interpreting

1 program combines both tasks into one course:

Simultaneous Transliteration and Interpretation

Differences: Simultaneous vs. Consecutive

1 program differentiates some courses as being simultaneous vs. consecutive



Issue

Many programs use “catch-all” instead of more specific titles



(e.g., Interpreting I, II, III)

Grant Focus Became Defining a Program that produces....

A graduate who is:

- ◆ Work-/certification-ready
- ◆ Prepared to work autonomously in low-risk situations
- ◆ Able to think critically and analytically
- ◆ Reflective in his/her practice
- ◆ Collaborative
- ◆ Relationship centered
- ◆ Service oriented

Subsequent Work

- ◆ Entry-to-Practice Competencies (2005)
- ◆ BA program established at UNC-DO IT Center (2006)
- ◆ NCIEC AA-BA Partnership Work Team (2006)

Questions of Importance...

1. What is the difference between 2-year & 4-year curricular outcomes? Should there be a difference? If so, what?
2. Is it possible to define para- vs professional interpreting services?
3. Where are the IPPs located in IHEs? Does it matter?

Questions of Importance...

4. Should IPPs have common course titles/numbering? If so, based on what?
5. Are the Educational Standards current?
6. How does the current state of the field impact:
 - Transferability?
 - RID 2012 requirements?
 - Articulation/partnership agreements?
 - CCIE accreditation efforts?

Conclusions

- ◆ The discipline of sign language interpreting has yet to be fully recognized within most academic institutions.
- ◆ The particular focus of degree programs in sign language interpreting is guided and influenced by organizational structure and department affiliation.
- ◆ While having a common goal to prepare sign language interpreters, the 7 BA/BS programs do so in fundamentally different ways.

The future holds promise...



References

- Siple, L. (2005). Analysis of Seven BA/BS Interpreting Programs. Report submitted to UNC-DO IT Center, Denver, CO.
- Witter-Merithew, Johnson & Taylor (2004). A national perspective on entry-to-practice competencies for ASL-English interpreters. In E. Maroney (Ed). *Proceedings of the 1th Conference of Interpreter Trainers*. CIT Publications.



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