



# Curricular Trends in Baccalaureate Level Interpreter Education

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# Funding Source 2000-2005

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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



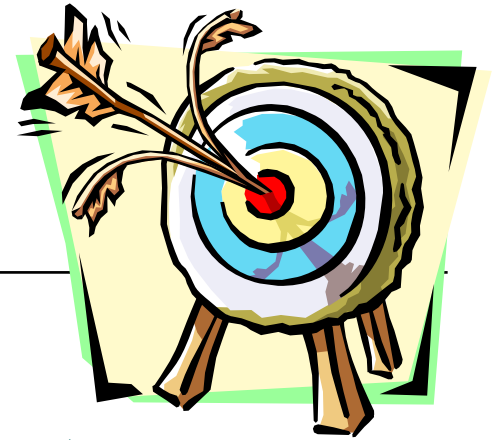
# Presentation Goals

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- ◆ 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

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- ◆ 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

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What curricular trends are evident in baccalaureate level interpreter education?

Web-based search and analysis

# Program Selection

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- ◆ 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

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## Contributors

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Spring 2004-Spring 2005

**Sherri Lancton, M.B.A., M.A.**

Spring 2004-Spring 2005

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Spring 2005-Spring 2006

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Spring 2004-Spring 2007

**Leilani Johnson, Ed.D.**

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# Purpose of the research

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



# Curricular Areas

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- ◆ 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

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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

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Each of the 7 programs had a slightly different focus



# Findings: Program Focus

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- ◆ 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

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- ◆ 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

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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

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<b>Pre-requisite for Program</b>	<b>Program ASL Credits</b>	<b>Total ASL Credits</b>	<b>Semester Hours</b>
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

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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

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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

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

# Findings: Common Themes

## Interpreting Skills Development Courses

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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

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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

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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

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- ◆ 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

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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

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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

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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

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- ◆ 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

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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

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5 of 6 programs provide coursework  
in educational interpreting



# Common Curricular Themes: Specialty Areas

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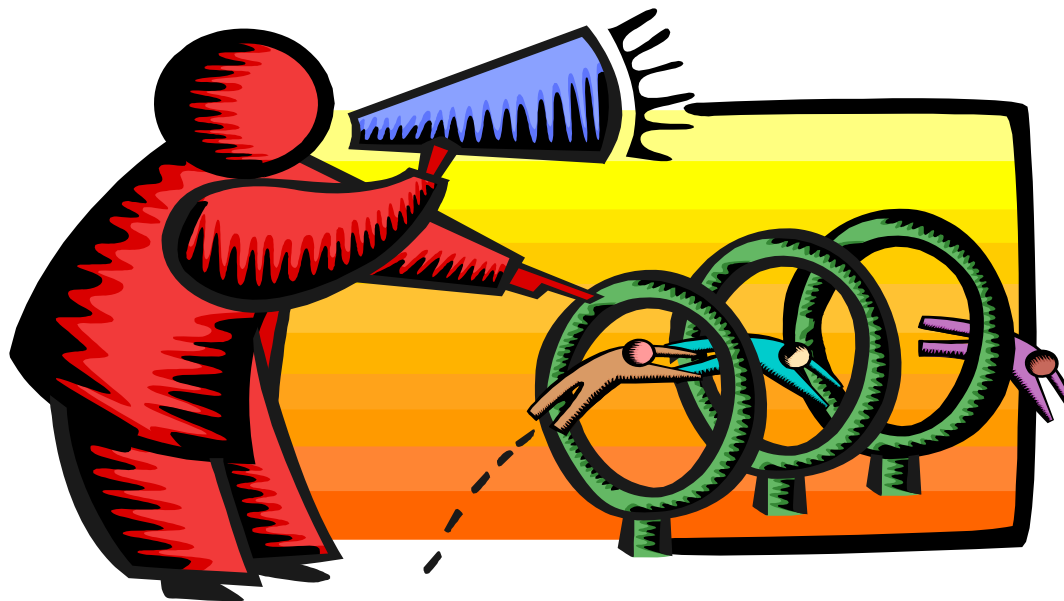
All programs provide coursework in some specialized or emphasis areas:

- ◆ 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

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



# Common Curricular Themes: Observation

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All programs have at least 2 courses where directed observation occurs



# Differences: Sign to Voice, Voice to Sign

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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

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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

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1 program differentiates some courses as being simultaneous vs. consecutive





# Issue

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



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

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

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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

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

# Questions of Importance...

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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...

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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

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- ◆ 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...

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# References

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- 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.





# UNC-DO IT Center

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