

The Course Map for IRIS's interpreter training is below. The Course Map serves as a printable "at-a-glance" reference guide that can be used to see the overall flow of the training modules. *Please read everything in the Course Map carefully.*

### Course Map for the IRIS: CORE Initiative (updated August 2025)

<b>Project Purpose</b>	Upon completion of the IRIS Project training modules listed below, participants will have acquired the fundamental knowledge, skills, and attributes adhering to the <a href="#">Entry-to-Practice Competencies</a> required of ASL/English interpreters living and working in rural settings.
<b>Project Hours</b>	285 hours (26.5 RID PS & 2.0 RID PPO CEUs)

### Domains

1. **D1-** Theory and Knowledge Competencies (Academic foundation and world knowledge essential to effective interpretation)
2. **D2-** Human Relations (Fosters effective communication and productive collaboration with colleagues, consumers, and employers)
3. **D3-** Language Skills Competencies (Demonstrates proficiency and competence in American Sign Language and English)
4. **D4-** Interpreting Skills (Demonstrates effective ASL-English interpretation of a range of subject matter in a variety of settings)
5. **D5-** Professionalism (Demonstrates competencies critical to ongoing professional development)

**Key used below:** Module #: Name [Domain# & introduced (i), applied (a), or reviewed (r)]

*Example:* Module 1: Analysis & Collaboration in Interpreting (D1 a/r, D2a/r, D3a/r, D4 a/r)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<DATES> (5 days)	<b>Orientation</b> (D1i, D2i/a)	1. Recognize the navigational tools within Canvas.	1. Update your Canvas profile, notifications, and user settings <b>due</b> <DATE>	<ul style="list-style-type: none"> <li>• <a href="#">CSDB (2017)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<b>Mandatory program-wide online synchronous session &lt;DATE/TIME&gt;</b>	This orientation module is your first step toward success. This self-paced, orientation module will provide you with an overview of how the Canvas Learning Management System (LMS) works and will help you understand what Online Learning is and what it is not.	<ol style="list-style-type: none"> <li>2. Distinguish the difference in how to submit assignments via a discussion board and GoReact.</li> <li>3. Modify settings and user profiles in Canvas in alignment with personal learning styles.</li> <li>4. Reflect on a Growth Mindset - what it means and how it contributes to critical thinking.</li> <li>5. Apply at least one of the four types of discussion questions.</li> </ol>	<ol style="list-style-type: none"> <li>2. Compose and send a Canvas inbox message <b>due &lt;DATE&gt;</b></li> <li>3. Discussion: Practice Discussion Board <b>due &lt;DATE&gt;</b></li> <li>4. GoReact Discussion: Experience with Online Learning <b>due &lt;DATE&gt;</b></li> <li>5. Revisiting GoReact Discussion: Experience with Online Learning <b>due &lt;DATE&gt;</b></li> </ol>	
<b>&lt;DATES&gt; (13 days)</b>	<b>Module 1: Analysis &amp; Collaboration in Interpreting</b> (D1 a/r, D2a/r, D3a/r, D4 a/r)	<ol style="list-style-type: none"> <li>1. Analyze source and target texts for main point, theme, goal, affect, and register.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion: Collaboration in Interpreting <b>due &lt;DATE&gt;</b></li> </ol>	Embedded Documents: <ul style="list-style-type: none"> <li>• Main Point, Goal, Theme</li> <li>• Affect Analysis</li> <li>• Registers of Language</li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	This module provides opportunities for participants to collaborate with others in the analysis of ASL and English texts and the creation of interpretations. In this module, participants will collaboratively work on an analysis of source texts and on the creation of target texts influenced by different cultures, lenses, and personal attributes. This will expose participants to differing perspectives and frames and expand possible options during interpreting assignments.	<ol style="list-style-type: none"> <li>2. Formulate target texts in collaboration with peers.</li> <li>3. Identify perspectives different from one's own framework.</li> <li>4. Describe the impact of setting on register.</li> </ol>	<ol style="list-style-type: none"> <li>3. GoReact Discussion: IMI Tools Refresh due <b>&lt;DATE&gt;</b></li> <li>4. GoReact Discussion: Incorporating Perspectives due <b>&lt;DATE&gt;</b></li> <li>5. Synchronous session due <b>TBD</b></li> <li>6. Module Post-test due <b>&lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>● CRP Schematic</li> <li>● CRP Analysis Form</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="#">An Experience with an Interpreter, (2019)</a></li> <li>● <a href="#">ASL Registers, (2010)</a></li> <li>● <a href="#">Additional Descriptions for ASL Registers (2010)</a></li> <li>● <a href="#">Colonomos Telecast Process in Interpreting Part 1 of 2 (1992)</a></li> </ul>

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<b>&lt;DATES&gt; (12 days)</b>	<b>Module 2: Rural Interpreting: Challenges &amp; Opportunities</b> (D1r, D2a, D3r, D4r, D5a)  This module offers space for participants to explore, reflect, and identify challenges and opportunities of rural interpreting. They will be able to identify various resources that support their work as interpreters.	<ol style="list-style-type: none"> <li>1. Identify three challenges of rural interpreting.</li> <li>2. Determine three opportunities of rural interpreting.</li> <li>3. Locate and evaluate resources that support rural interpreters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion: Gournaris (2019) <b>due &lt;DATE&gt;</b></li> <li>3. GoReact Discussion: Trimble (2014) <b>due &lt;DATE&gt;</b></li> <li>4. Canvas Discussion: Sharing Resources <b>due &lt;DATE&gt;</b></li> <li>5. Synchronous session <b>due TBD</b></li> <li>6. Module Post-test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Gournaris (2019)</a></li> <li>• <a href="#">Trimble (2014)</a></li> </ul>
<b>&lt;DATES&gt; (14 days)</b>	<b>Module 3: Evolution of the Sign Language Interpreting Profession</b> (D1a, D2a, D5a)  This module gives participants different lenses on the history of the sign language interpreting profession.	<ol style="list-style-type: none"> <li>1. Explain major events in the sign language interpreting profession in the United States.</li> <li>2. Describe some of the negative impacts of professionalization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion: "A history or histories?" <b>due &lt;DATE&gt;</b></li> <li>3. GoReact Discussion: Fant (1999) &amp; Ball (2015) <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Ball (2015)</a></li> <li>• <a href="#">Conway (2015)</a></li> <li>• <a href="#">Adichie (2009)</a></li> <li>• <a href="#">Bienvenu (1988)</a></li> <li>• <a href="#">Levesque (1991)</a></li> <li>• <a href="#">Interpreter Education (1992)</a></li> <li>• <a href="#">Deaf people of color's perspective on</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	Participants will take all those historical perspectives to determine how they will promote a deaf-centered interpreting future.	3. Identify ways they can shift the future of interpreting.	4. GoReact Discussion: Other perspectives <b>due &lt;DATE&gt;</b> 5. GoReact Discussion: What's next? <b>due &lt;DATE&gt;</b> 6. Synchronous session <b>due TBD</b> 7. Module Post-test <b>due &lt;DATE&gt;</b>	<a href="#">history of interpreting and RID (2021)</a> <ul style="list-style-type: none"> <li>• <a href="#">Berlove (2015)</a></li> <li>• <a href="#">Sheneman &amp; Robinson (2020)</a></li> </ul>
<b>&lt;DATES&gt; (14 days)</b>  <b>All participants must complete Module 4 by &lt;DATE&gt; to remain in the program.</b>	<b>Module 4: Working with Diverse Deaf Populations (D2a/r)</b>  This module will explore identity and linguistic diversity among deaf people.	1. Explore the application of diversity definitions to deaf populations. 2. Explain how ableism among deaf people and interpreters influences biases and attitudes about deaf people's languages.	1. Module Pre-test <b>due &lt;DATE&gt;</b> 2. GoReact Discussion: What does diversity mean? <b>due &lt;DATE&gt;</b> 3. GoReact Discussion: Diverse deaf people, part I <b>due &lt;DATE&gt;</b> 4. GoReact Discussion: Diverse deaf people, part II <b>due &lt;DATE&gt;</b> 5. GoReact Discussion: Are deaf people disabled? <b>due &lt;DATE&gt;</b> 6. Synchronous session <b>due TBD</b>	<ul style="list-style-type: none"> <li>• <a href="#">Cooks-Campbell (2021)</a></li> <li>• <a href="#">NDC: Deaf is a spectrum (2019)</a></li> <li>• <a href="#">NDC: Educational Attainment (2019)</a></li> <li>• <a href="#">NDC: Workplace (2019)</a></li> <li>• <a href="#">Diversity among deaf communities (n.d.)</a></li> <li>• <a href="#">Dear White Interpreters (2019)</a></li> </ul>

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		3. Identify possible resources for working with a specific marginalized group within the deaf community.	7. Canvas Discussion: Sharing Resources <b>due &lt;DATE&gt;</b> 8. Module Post-test <b>due &lt;DATE&gt;</b>	<ul style="list-style-type: none"> <li>• <a href="#">Working with foreign-born individuals (2018)</a></li> </ul>
<b>&lt;DATES&gt;</b> <b>(18 days)</b>  <b>Program-wide online synchronous session</b> <b>&lt;DATE/TIME&gt;</b>	<b>Module 5: Ethical Decision-Making Frameworks</b> (D1a/r, D2a)  Participants in this module will review the commonly discussed ethical decision-making frameworks in the sign language interpreting profession, the Demand-Control Schema and Role-Space Framework. Participants will also explore what it means	1. Summarize the Demand-Control Schema and how it can be applied to ethical decision-making. 2. Summarize the Role-Space Framework and how it can be applied to ethical decision-making. 3. Describe how interpreters can shift their current practices to become a deaf-centered ethical practice.	1. Module Pre-test <b>due &lt;DATE&gt;</b> 2. GoReact Discussion: DC-S <b>due &lt;DATE&gt;</b> 3. GoReact Discussion: Role-Space Framework <b>due &lt;DATE&gt;</b> 4. GoReact Discussion: Deaf-centered ethical decisions <b>due &lt;DATE&gt;</b> 5. GoReact Discussion: Impact of values on our ethical decisions <b>due &lt;DATE&gt;</b> 6. Synchronous session <b>due TBD</b> 7. Module Post-test <b>due &lt;DATE&gt;</b>	<ul style="list-style-type: none"> <li>• <a href="#">Project CLIMB (2020)</a></li> <li>• <a href="#">Project CLIMB (2020)</a></li> <li>• <a href="#">Project CLIMB (2020)</a></li> <li>• <a href="#">Sheneman (2016)</a></li> <li>• <a href="#">Sheneman (2019)</a></li> <li>• <a href="#">Mendoza (2012)</a></li> <li>• <a href="#">CATIE Center (2019)</a></li> <li>• <a href="#">Hasa (2019)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	to make deaf-centered ethical decisions.			
<p><b>&lt;DATES&gt; (17 days)</b></p> <p><b>All participants must complete Module 6 by &lt;DATE&gt; to remain in the program.</b></p>	<p><b>Module 6: Integrated Model of Interpreting (D1a/r, D4a/r)</b></p> <p>This module will cover the Integrated Model of Interpreting (IMI) as developed by Betty Colonomos. This module further introduces the IMI as the model that the IRIS Project uses to discuss the process and product of interpreting work. Elements of this model have been, and will continue to be, expanded upon in this training.</p>	<ol style="list-style-type: none"> <li>1. Relate Comprehending, Representing, and Preparing (CRP) to the IMI model.</li> <li>2. Identify areas needing further examination and practice.</li> <li>3. Describe ways this training is impacting one's work and/or framework.</li> <li>4. Identify commonalities, patterns, and differences in colleagues' responses.</li> <li>5. Analyze reasons for incorporating/not incorporating IMI principles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion – CRP identification <b>due &lt;DATE&gt;</b></li> <li>3. GoReact Discussion - IMI Further Exploration <b>due &lt;DATE&gt;</b></li> <li>4. Synchronous session <b>due TBD</b></li> <li>5. Module Post-test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">IMI Schematic</a> and <a href="#">supplementary notes</a> (2013)</li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<p><b>&lt;DATES&gt;</b> <b>(11 days)</b></p> <p><b>Mandatory program-wide online synchronous session</b> <b>&lt;DATE/TIME&gt;</b></p>	<p><b>Module 7: Power and Privilege in Interpreting</b> (D1i, D2a, D5 i/a)</p> <p>Participants in this module will explore topics related to how systems enable power, privilege, and oppression in the sign language interpreting profession.</p>	<ol style="list-style-type: none"> <li>1. Define the following concepts: system, power, privilege, and oppression.</li> <li>2. Distinguish between equality and equity.</li> <li>3. Describe how conversations about power and privilege are relevant to the sign language interpreting profession.</li> <li>4. Summarize how interpreting models are problematic for the sign language interpreting profession.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion: What do you notice? <b>due &lt;DATE&gt;</b></li> <li>3. GoReact Discussion: Exploring privileges <b>due &lt;DATE&gt;</b></li> <li>4. GoReact Discussion: Interpreters - allies or oppressors? <b>due &lt;DATE&gt;</b></li> <li>5. Synchronous session <b>due TBD</b></li> <li>6. Module Post-test <b>due &lt;DATE&gt;</b></li> </ol>	<p>Embedded document:</p> <ul style="list-style-type: none"> <li>• Matrix of Oppression</li> </ul> <p>Online resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">WSJ (2020)</a></li> <li>• <a href="#">WMUR-TV (2020)</a></li> <li>• <a href="#">TED-Ed (2014)</a></li> <li>• <a href="#">Lean In (2021)</a></li> <li>• <a href="#">NDC (2020)</a></li> <li>• <a href="#">CBC (2021)</a></li> <li>• <a href="#">Rioleriri (2009)</a></li> <li>• <a href="#">Arizona State University (n.d.)</a></li> <li>• <a href="#">Killermann (2012)</a></li> <li>• <a href="#">University of Michigan (n.d.)</a></li> <li>• <a href="#">Killerman (2012)</a></li> <li>• <a href="#">Kohli (2016)</a></li> <li>• <a href="#">Privilege Project (n.d.)</a></li> <li>• <a href="#">Johnson (2016)</a></li> <li>• <a href="#">Killermann</a></li> </ul>



Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
				<ul style="list-style-type: none"> <li>• <a href="#">(2012)</a></li> <li>• <a href="#">Progressive Pupil (2014)</a></li> <li>• <a href="#">Ridgway (2012)</a></li> <li>• <a href="#">McIntosh (1989)</a></li> <li>• <a href="#">Facundo Element (2012)</a></li> <li>• <a href="#">Artedeq (2022)</a></li> <li>• <a href="#">NDC (2020)</a></li> <li>• <a href="#">Beyer High (2020)</a></li> <li>• <a href="#">Butler County (2021)</a></li> <li>• <a href="#">Lean In (2021)</a></li> <li>• <a href="#">Baker-Shenk (2014)</a></li> <li>• <a href="#">Colonomos (2013)</a></li> <li>• <a href="#">CATIE Center (2018)</a></li> <li>• <a href="#">Street Leverage (2021)</a></li> <li>• <a href="#">Robinson, Sheneman &amp; Henner (2020)</a></li> <li>• <a href="#">CATIE Center (2019)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<p><b>&lt;DATES&gt; (10 days)</b></p> <p><b>All participants must complete Module 8 by &lt;DATE&gt; to remain in the program.</b></p>	<p><b>Module 8: What's my relationship with the deaf community?</b> (D1a, D2a)</p> <p>This module challenges the participants to think critically about their current relationship with the deaf community through an exploration of various videos and resources.</p>	<ol style="list-style-type: none"> <li>1. Describe how the NAD-RID Code of Professional Conduct can be interpreted in ways that could support or harm deaf people.</li> <li>2. Identify ways in which they can benefit from interacting with lifelong members of the deaf community.</li> <li>3. Describe valuable lessons interpreters have learned from deaf people in their local communities and or/found in this module's resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact Discussion: NAD-RID Code of Professional Conduct analysis <b>due &lt;DATE&gt;</b></li> <li>3. GoReact Discussion: Learning from lifelong members of the deaf community <b>due &lt;DATE&gt;</b></li> <li>4. GoReact Discussion: Case analysis <b>due &lt;DATE&gt;</b></li> <li>5. Synchronous session <b>due TBD</b></li> <li>6. Module Post-test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Wilson (2011)</a></li> <li>• <a href="#">Prusak (2018)</a></li> <li>• <a href="#">G'z (2016)</a></li> <li>• <a href="#">Shreeman (2013)</a></li> <li>• <a href="#">RID (2005)</a></li> <li>• <a href="#">Street Leverage (2012)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
		4. Outline how interpreters can change/improve their relationship with the deaf community.		
<b>&lt;DATES&gt; (14 days)</b>	<b>Module 9: The Interpreting Brain</b> (D1 i/a/r, D2 a/r, D4 a/r)  This module explores developing and enhancing supervisory functions in the brain while interpreting in order to better manage the interpreting process. Strategies for maintaining control will be explored.	1. Identify the factors exerting control over the interpreting process. 2. Analyze possible causes of loss of supervisory control. 3. Explain how the management of control affects interpreting performance.	1. Module Pre-test <b>due &lt;DATE&gt;</b> 2. GoReact Discussion: Functions of the brain <b>due &lt;DATE&gt;</b> 3. Synchronous session <b>due TBD</b> 4. Module Post-test <b>due &lt;DATE&gt;</b>	<ul style="list-style-type: none"> <li>• <a href="#">How your brain's executive function works - and how to improve it (2019)</a></li> <li>• <a href="#">Our Brain's Air Traffic Control (Executive Function) (2021)</a></li> <li>• <a href="#">The benefits of a bilingual brain (2015)</a></li> </ul>
<b>&lt;DATES&gt; (14 days)</b>	<b>Module 10: Practicing Ethical Decision Making</b> (D1a, D2i/a)  This module introduces how horizontal violence impacts	1. Describe the impact of horizontal violence. 2. Explain the importance and benefits of	1. Module Pre-test <b>due &lt;DATE&gt;</b> 2. GoReact Discussion: Why is it important to talk about ethical	<ul style="list-style-type: none"> <li>• <a href="#">Bock (2015) (ASL version)</a></li> <li>• <a href="#">Hill (2018)</a></li> <li>• <a href="#">Malcolm (2014)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	ethical decision making process as interpreters. Through reflective dialogue, this module offers space for participants to look deeper, analyze, and discuss ethical decisions together as a community of learning.	<p>discussing ethical decisions with others.</p> <ol style="list-style-type: none"> <li>Analyze ethical decisions focusing on the following areas: doing a values assessment, asking questions to understand others' decisions, and identifying outcomes/consequences.</li> <li>Describe a plan of action for creating a community of support for future ethical challenges.</li> </ol>	<p>decisions? <b>due &lt;DATE&gt;</b></p> <ol style="list-style-type: none"> <li>GoReact Discussion: Practice scenario #1 (Values assessment) <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Practice scenario #2 (Asking questions to understand others' decisions) <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Practice scenario #3 (Outcomes/consequences) <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Going forward <b>due &lt;DATE&gt;</b></li> <li>Synchronous session <b>due TBD</b></li> <li>Post-test <b>due &lt;DATE&gt;</b></li> </ol>	
<b>&lt;DATES&gt; (14 days)</b>	<b>Module 11: Product &amp; Process: A Closer Look</b>	<ol style="list-style-type: none"> <li>Interpret a text for two different deaf audiences.</li> </ol>	<ol style="list-style-type: none"> <li>Module Pre-test <b>due &lt;DATE&gt;</b></li> </ol>	<p>Embedded Documents:</p> <ul style="list-style-type: none"> <li>CRP</li> </ul>

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<b>All participants must complete Module 11 by &lt;DATE&gt; to remain in the program.</b>	(D1i/a, D2a, D3a/r, D4 a/r)  The interpreting field has been labeling the work interpreters perform as belonging to one of two types of activities: interpreting and transliterating. This module will examine the processes and operations involved.	<ol style="list-style-type: none"> <li>Analyze target text differences.</li> <li>Identify decisions made in creating the target text.</li> <li>Compare message equivalents in each target text version created.</li> </ol>	<ol style="list-style-type: none"> <li>GoReact Interpreting Activity: Part I <b>due &lt;DATE&gt;</b></li> <li>GoReact Interpreting Activity: Part II <b>due &lt;DATE&gt;</b></li> <li>GoReact Interpreting Activity: Part III <b>due &lt;DATE&gt;</b></li> <li>Synchronous session <b>due TBD</b></li> <li>Module Post-test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>Constructing Meaning (message)</li> <li>Product &amp; Process</li> </ul> Videos: <ul style="list-style-type: none"> <li><a href="#">Transliteration: Ball of Confusion (2022)</a></li> <li><a href="#">1992 Colonomos Teleclass</a></li> </ul>
<b>&lt;DATES&gt; (14 days)</b>  <b>Program-wide online synchronous session &lt;DATE/TIME&gt;</b>	<b>Module 12: Working in Teams</b> (D1 i/a, D2 a/r, D4 a/r, D5 a/r)  This module will explore the roles, responsibilities, and challenges in working assignments as a member of a team. We will explore factors that go beyond the	<ol style="list-style-type: none"> <li>Identify at least five areas to consider when working in teams.</li> <li>Describe one's own need for support and manner of delivery.</li> <li>Explain why teams</li> </ol>	<ol style="list-style-type: none"> <li>Module Pre-test <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Interpreting teams and the function of the job <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Pre-teaming discussion part I <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Shifting Perspectives: Focus on FUNCTION (2021)</a></li> <li><a href="#">Shifting Perspectives: Focus on</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	“on/off” and 20/20 minutes as deciding factors and unpack the various ways that team members are engaged with and take accountability for the target message and the effectiveness of the assignment.	<p>are needed for certain assignments less than two hours.</p> <p><b>4.</b> Identify areas of confidence and challenges as a member of a team.</p>	<p>4. GoReact Discussion: Pre-teaming discussion part II <b>due &lt;DATE&gt;</b></p> <p>5. Synchronous session <b>due TBD</b></p> <p>6. Module Post-test <b>due &lt;DATE&gt;</b></p>	<p><a href="#">FUNCTION cont. (2021)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Consecutive Interpreting: Discuss the Interpreting Team and Function of the Job (2019)</a></li> </ul>
<p><b>&lt;DATES&gt; (14 days)</b></p> <p><b>All participants must complete Module 13 by &lt;DATE&gt; to remain in the program.</b></p>	<p><b>Module 13: Working with Deaf Interpreters</b> (D1i/r/a, D2i/r/a, D5i/r/a)</p> <p>This module focuses on Deaf interpreters: function/value/relevance of their work in the sign language interpreting profession, how non-deaf interpreters can advocate for their presence for optimal</p>	<p><b>1.</b> Describe Deaf interpreters’ function in interpreted situations.</p> <p><b>2.</b> Explain what the Acculturation Gap Model is and how it is relevant to advocating for Deaf interpreters.</p> <p><b>3.</b> Evaluate attitudes towards Deaf interpreters and</p>	<p>1. Module Pre-test <b>due &lt;DATE&gt;</b></p> <p>2. GoReact Discussion: CDI or DI? <b>due &lt;DATE&gt;</b></p> <p>3. GoReact Discussion: Marginalization of Deaf interpreters in the United States <b>due &lt;DATE&gt;</b></p> <p>4. GoReact Discussion: The value of Deaf interpreters <b>due &lt;DATE&gt;</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Beldon, Forestal, Garcia &amp; Peterson (2009)</a></li> <li>• <a href="#">CATIE Center, (2019)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	communication access, and approaches to Deaf/non-deaf teaming.	<p>identify actions they can take to work against barriers to quality of access.</p> <p><b>4.</b> Illustrate different teaming approaches when working in Deaf/non-deaf teams.</p>	<p>5. GoReact Discussion: Deaf/non-deaf teams <b>due &lt;DATE&gt;</b></p> <p>6. Synchronous session <b>due TBD</b></p> <p>7. Module Post-test <b>due &lt;DATE&gt;</b></p>	
<p><b>&lt;DATES&gt;</b> <b>(14 days)</b></p> <p><b>Program-wide online synchronous session</b> <b>&lt;DATE/TIME&gt;</b></p>	<p><b>Module 14: Your Interpreting Process: Who's the Boss?</b> (D1 (i/a, D2 a/r, D3 a/r, D4 i/a/r)</p> <p>This module will develop and enhance supervisory functions in the brain while interpreting. These enhancements will assist interpreters in the identification of competing cognitive</p>	<p>1. Identify the factors exerting control over the interpreting process.</p> <p>2. Analyze possible causes of loss of supervisory control.</p> <p>3. Explain how the management of control affects interpreting performance.</p>	<p>1. Module Pre-Test <b>due &lt;DATE&gt;</b></p> <p>2. GoReact discussion: Loss of control <b>due &lt;DATE&gt;</b></p> <p>3. GoReact discussion: Taking action <b>due &lt;DATE&gt;</b></p> <p>4. Synchronous Session <b>due TBD</b></p> <p>5. Module Post-Test <b>due &lt;DATE&gt;</b></p>	<p>Embedded Document:</p> <ul style="list-style-type: none"> <li>Depth of Processing</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li><a href="#">3 Hacks To Become A Better Interpreter (2017)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	tasks in order to better manage their processes.			
<b>&lt;DATES&gt; (13 days)</b>	<b>Module 15: Healing-centered Engagement (D2i/r/a)</b>  This module exposes participants to trauma-informed care, which has been shifted to healing-centered engagement. The participants will identify how this knowledge can be applied to their work as interpreters.	<ol style="list-style-type: none"> <li>1. Distinguish between trauma-informed care and healing-centered engagement.</li> <li>2. Illustrate how trauma could impact how people interact with us and how we respond to trauma in our work.</li> <li>3. Give examples of strategies for managing trauma in our work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-Test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact discussion: Case Analysis <b>due &lt;DATE&gt;</b></li> <li>3. GoReact discussion: Healing-centered engagement and vicarious trauma <b>due &lt;DATE&gt;</b></li> <li>4. Synchronous session <b>due TBD</b></li> <li>5. Module Post-Test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Lee (1996)</a></li> <li>• <a href="#">TED Talk (2019)</a></li> <li>• <a href="#">SMIAdvisers (2020)</a></li> <li>• <a href="#">Moglen &amp; Bertghold (2019)</a></li> <li>• <a href="#">Ginwright (2018)</a></li> <li>• <a href="#">True Colors United (2019)</a></li> <li>• <a href="#">Riemer &amp; Miller (n.d.)</a></li> <li>• <a href="#">Bancroft (2017)</a></li> <li>• <a href="#">Harvey (2003)</a></li> <li>• <a href="#">Lai, Heydon, &amp; Mulayim (2015)</a></li> </ul>
<b>&lt;DATES&gt; (12 days)</b>	<b>Module 16: Technology and Interpreting (D2a/D5a)</b>	<ol style="list-style-type: none"> <li>1. Give examples of how technology can be used in</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-Test <b>due &lt;DATE&gt;</b></li> <li>2. Canvas discussion: Using technologies in</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Fantinuoli (2018)</a></li> <li>• <a href="#">Boote (2020)</a></li> <li>• <a href="#">Boote (2020)</a></li> </ul>



Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	This module explores ways technology can be used in our work as rural interpreters, albeit in face-to-face or video remote interpreting situations.	<p>face-to-face situations.</p> <ol style="list-style-type: none"> <li>Identify components of an optimal VRI set-up at home.</li> <li>Identify alternative resources if specific technologies are not available for a VRI set-up at home.</li> <li>Explore various best practices and challenges in VRI work.</li> </ol>	<p>face-to-face settings <b>due &lt;DATE&gt;</b></p> <ol style="list-style-type: none"> <li>GoReact discussion: Impact of the COVID-19 pandemic <b>due &lt;DATE&gt;</b></li> <li>GoReact discussion: VRI at home <b>due &lt;DATE&gt;</b></li> <li>Synchronous session <b>due TBD</b></li> <li>Module Post-Test <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Saint Mary's University, Faculty of Science, Interpreting Services (2022)</a></li> <li><a href="#">Maudlin (2022)</a></li> <li><a href="#">NAD (2020)</a></li> <li><a href="#">NDC (2021)</a></li> <li><a href="#">HKNC (n.d.)</a></li> <li><a href="#">Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (2020)</a></li> <li><a href="#">Lawyer &amp; Myers (n.d.) (English)</a></li> <li><a href="#">Lawyer &amp; Myers (2021) (ASL)</a></li> <li><a href="#">Lawyer, Myers &amp; Hill (n.d.) (English).</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
				<ul style="list-style-type: none"> <li>• <a href="#">Lawyer, Myers &amp; Hill (2022) (ASL)</a></li> <li>• <a href="#">Yabe (2019)</a></li> </ul>
<p><b>&lt;DATES&gt; (10 days)</b></p> <p><b>Mandatory program-wide wrap-up synchronous session &lt;DATE/TIME&gt;</b></p> <p><b>All participants must complete Module 17 by &lt;DATE&gt; to complete the program.</b></p>	<p><b>Module 17: Now What?</b> (D1a, D2a, D3a, D4a, D5a)</p> <p>This module serves as a final wrap-up to the nine-month online program. The participants will synthesize the information learned throughout the program and determine how to move forward in their work as rural interpreters.</p>	<ol style="list-style-type: none"> <li>1. Identify the benefits of being an introspective and reflective interpreter.</li> <li>2. Detail their professional development plan after this program.</li> <li>3. Offer tips to other rural interpreters on how they can sustain their professional development goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Module Pre-Test <b>due &lt;DATE&gt;</b></li> <li>2. GoReact discussion: In retrospect and foresight <b>due &lt;DATE&gt;</b></li> <li>3. GoReact discussion: Your professional development plan <b>due &lt;DATE&gt;</b></li> <li>4. Canvas Discussion: Share your wisdom <b>due &lt;DATE&gt;</b></li> <li>5. Module Post-Test <b>due &lt;DATE&gt;</b></li> </ol>	None

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