

The Course Map for IRIS's induction experience 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 induction experience. *Please read everything in the Course Map carefully.*

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

<b>Project Purpose</b>	Upon completion of the IRIS Project induction listed below, participants will have built a portfolio of milestones, including experiences and artifacts that can be applied towards advancement in employability. This portfolio will provide the foundation and tools for continued self-directed and lifelong learning.  Furthermore, building upon the first portion of the online IRIS: CORE curriculum, participants will continue to acquire 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>	150 hours (15.0 RID PS 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 of 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 2: Community Engagement (D2i/a/r, D3a/r)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<DATES> (4 days)	<b>Orientation</b> (D2r, D5r)  This module will reintroduce the tools needed and resources available to IRIS induction participants.	<ol style="list-style-type: none"> <li>1. Review the navigational tools within Canvas.</li> <li>2. Locate a journal (digital or manual) to be used throughout the induction experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate a personal journal (digital or manual) to be used throughout the induction experience <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Anthony (2020)</a></li> </ul>
<DATES> (14 days)	<b>Module 1: Business Practices</b> (D1a/r, D2a/r, D5a/r)  This module offers an in-depth look at the sixth tenet of the RID-NAD Code of Professional Conduct in regard to business practices.	<ol style="list-style-type: none"> <li>1. Explain each illustrative behavior listed under the sixth tenet.</li> <li>2. Describe scenarios that they have experienced in their work as interpreters that are tied to the sixth tenet.</li> <li>3. Reflect on how ethical business practices can impact their work</li> </ol>	<ol style="list-style-type: none"> <li>1. GoReact Discussion: The Guiding Principle of CPC 6.0 <b>due &lt;DATE&gt;</b></li> <li>2. Synchronous session <b>due TBD</b></li> <li>3. Go React Discussion: Putting it all together <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">CATIE Center (2019)</a></li> <li>• <a href="#">RID (2005)</a></li> <li>• <a href="#">RID (2022)</a></li> <li>• <a href="#">Credley (2022)</a></li> <li>• <a href="#">RID (2022)</a></li> <li>• <a href="#">Deaf Eyes on Interpreting (2018)</a></li> <li>• <a href="#">ABA (2021)</a></li> <li>• <a href="#">Poe (2015)</a></li> <li>• <a href="#">RID (2015)</a></li> <li>• <a href="#">Adjacent Space (n.d.)</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
		as interpreters and their relationship with deaf people.		<ul style="list-style-type: none"> <li>• <a href="#">Cartwright (2014)</a></li> <li>• <a href="#">Mass.gov (2022)</a></li> <li>• <a href="#">NHRID (2019)</a></li> <li>• <a href="#">KY VR (2020)</a></li> <li>• <a href="#">Nebraska Supreme Court (2012)</a></li> </ul>
<b>&lt;DATES&gt; (17 days)</b>	<p><b>Module 2: Community Engagement</b> (D2i/a/r, D3a/r)</p> <p>This module provides the space to explore the benefits of purposeful engagement within the deaf community. Participants will engage in supporting deaf-centered spaces outside of the provision of interpreting services. Upon completion of this module, participants are encouraged to sustain these relationships with the deaf community.</p>	<ol style="list-style-type: none"> <li>1. Identify opportunities for engagement in their local community.</li> <li>2. Build a relationship with the identified engagement opportunity.</li> <li>3. Implement and carry out the identified opportunity.</li> <li>4. Reflect on the experiential benefits and impact</li> </ol>	<ol style="list-style-type: none"> <li>1. Canvas Discussion: Community Engagement COL Brainstorm <b>due &lt;DATE&gt;</b></li> <li>2. Synchronous session <b>due TBD</b></li> <li>3. GoReact Discussion: Engagement Experiences <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Hafer (2018)</a></li> <li>• <a href="#">Mitchell (2008)</a></li> <li>• <a href="#">Ngee Ann Poly (2019)</a></li> </ul>

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		of community engagement.		
<b>&lt;DATES&gt; (17 days)</b>  <b>Participants must complete Module 3 by &lt;DATE&gt; to remain in the program.</b>	<b>Module 3: Professional Engagement</b> (D2i/a/r, D3a/r, D5i/a/r)  This module provides the space to explore the benefits of engaging in professional opportunities within the field of interpreting. Participants will connect with and establish relationships with colleagues who share mutual interpreting-related interests outside of IRIS. Upon completion of this module, participants are encouraged to sustain these professional networks for continued growth and development.	<ol style="list-style-type: none"> <li>1. Identify opportunities for professional engagement.</li> <li>2. Create a network within your selected professional engagement activities.</li> <li>3. Implement and carry out professional engagement activities.</li> <li>4. Reflect on the experiential benefits and impacts of professional engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Canvas Discussion: Professional Engagement COL Brainstorm <b>due &lt;DATE&gt;</b></li> <li>2. Synchronous session <b>due TBD</b></li> <li>3. GoReact Discussion: Engagement Experiences <b>due &lt;DATE&gt;</b></li> </ol>	<ul style="list-style-type: none"> <li>● <a href="#">Salman (2021)</a></li> <li>● <a href="#">Sax, C. &amp; Nardone, P. (2021)</a></li> <li>● <a href="#">Webb (2020)</a></li> </ul>

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<DATES> (48 days)	<b>Module 4: Interpreting Observation</b> (D2i/a/r, D3a/r, D4r, D5a/r)  This module provides participants with over video interpreting observation opportunities. These nationwide opportunities will allow for the viewing of various types of settings and interpreting configurations. Upon observation, participants will share and reflect upon their experiences.	<ol style="list-style-type: none"> <li>1. Identify and schedule interpreting observation hours.</li> <li>2. Complete at least 10 hours of interpreting observation.</li> <li>3. Reflect on the lessons learned from their observations.</li> <li>4. Analyze the overall experience with fellow rural interpreting colleagues.</li> </ol>	<ol style="list-style-type: none"> <li>1. GoReact Discussion: Observation Experiences <b>due &lt;DATE&gt;</b></li> <li>2. Synchronous session <b>due TBD</b></li> </ol>	None
<DATES> (48 days)	<b>Module 5: Self-Analysis</b> (D1r, D2a/r, D3a/r, D4a/r, D5a/r)  This module offers tools for participants to analyze their previously submitted work samples and professional	<ol style="list-style-type: none"> <li>1. Review and examine six work sample submissions.</li> <li>2. Compare and contrast work sample submissions.</li> </ol>	<ol style="list-style-type: none"> <li>1. GoReact Discussion: Self-Reflection <b>due &lt;DATE&gt;</b></li> <li>2. Synchronous session <b>due TBD</b></li> <li>3. GoReact Discussion:</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Devon (2016)</a></li> <li>• <a href="#">NYU Wasserman Center for Career Development (2019)</a></li> </ul>

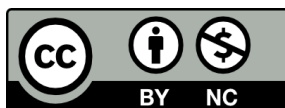
Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
	development plans via self-reflection.	<ol style="list-style-type: none"> <li>3. Analyze previously submitted professional development plans.</li> <li>4. Reflect on progress made in one's interpreting process and product.</li> </ol>	Professional Development Plan & Progress <b>due</b> <DATE>	<ul style="list-style-type: none"> <li>• <a href="#">CATIE Center (2019)</a></li> <li>• <a href="#">Project CLIMB (2019)</a></li> </ul>
<p>&lt;DATES&gt; (28 days)</p> <p>Attendance at all three synchronous sessions is required.</p>	<p><b>Module 6: Integrating IMI Frameworks &amp; Tools</b> (D1a/r, D2a/r, D3a/r, D4a/r)</p> <p>This module provides the opportunity to apply the previously developed IMI frameworks and tools from the IRIS: CORE curriculum. Participants will engage in synchronous simulated interpreting activities with opportunities to deconstruct and reconstruct both source and target texts.</p>	<ol style="list-style-type: none"> <li>1. Practice the IMI tools of text analysis.</li> <li>2. Conduct interpreting tasks, providing message equivalence.</li> <li>3. Demonstrate collegial dialogue.</li> <li>4. Reflect on one's interpreting decision-making.</li> </ol>	<p><b>Synchronous Sessions:</b></p> <ol style="list-style-type: none"> <li>1. &lt;DATE&gt;</li> <li>2. &lt;DATE&gt;</li> <li>3. &lt;DATE&gt;</li> </ol> <p>All meeting times are 3-6 pm PT / 6-9 pm ET. The meeting link will be posted in the course announcements.</p>	None
<DATES> (35 days)	<b>Module 7: Portfolio Building</b> (D1i/a, D2i/a/r, D5i/a/r)	<ol style="list-style-type: none"> <li>1. Select which work samples to archive for one's</li> </ol>	<ol style="list-style-type: none"> <li>1. Create an updated resume <b>due</b> &lt;DATE&gt;</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Clarke University Career</a></li> </ul>

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials (listed in sequence)
<b>All modules must be completed by &lt;DATE&gt; for CEUs and successful completion of this program.</b>	In this module, participants will utilize the tools and resources provided by the UNC-IRIS Project to enhance their professional portfolio of interpreting work samples and an updated resume.	<p>professional interpreting portfolio.</p> <ol style="list-style-type: none"> <li>Review one's current resume.</li> <li>Write a personal statement.</li> <li>Meet with an advisor from the UNC Center for Career Readiness.</li> <li>Write and/or revise one's resume.</li> <li>Reflect upon the induction experience.</li> </ol>	<ol style="list-style-type: none"> <li>Create a personal statement <b>due &lt;DATE&gt;</b></li> <li>Select work samples to include in your portfolio <b>due &lt;DATE&gt;</b></li> <li>GoReact Discussion: Portfolio Building <b>due &lt;DATE&gt;</b></li> </ol>	<p><a href="#">Services</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Freesumes (2020)</a></li> <li>• <a href="#">Lanie (n.d.)</a></li> <li>• <a href="#">CSD (2019)</a></li> <li>• <a href="#">Climb the Ladder (2022)</a></li> <li>• <a href="#">Indeed (2022)</a></li> <li>• <a href="#">Resume Help (2022)</a></li> <li>• <a href="#">Fogel (n.d.)</a></li> <li>• <a href="#">Leahy (n.d.)</a></li> <li>• <a href="#">Krieger (n.d.)</a></li> <li>• <a href="#">Metaliteracy Learning Collaborative (2017)</a></li> <li>• <a href="#">HBLL Software Training Lab (2022)</a></li> <li>• <a href="#">RID (2022)</a></li> <li>• <a href="#">Christie (n.d)</a></li> <li>• <a href="#">Studential (n.d.)</a></li> </ul>

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				<ul style="list-style-type: none"> <li>• <a href="#">Hartman (n.d.)</a></li> <li>• <a href="#">CV Service (2016)</a></li> </ul>

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