

# ASL/ENGLISH INTERPRETING

## Preparing skillful interpreters through interaction and immersion

In the nation's first accredited interpreting program and one of only 14 accredited programs in the country, you'll learn American Sign Language and the foundation of ASL/English interpreting from distinguished faculty, all of whom are native ASL signers and/or certified interpreters.

The demand for skilled interpreters is on the rise, with the Bureau of Labor Statistics projecting 18 percent growth in the interpreting field between 2016 and 2026. Our program prepares you to work with the Deaf community by teaching you the intricacies of American Sign Language and Deaf culture, as well as the skills you need to pursue a career as an ASL/English interpreter.

Members of the Deaf community are integrated with students into the learning experience, both inside and outside the classroom, which is a very unique feature of our ASL/English Interpreting program. During your senior year internship, you will be paired with a nationally certified mentor and use your interpretation and ASL skills within organizations throughout the state.

Our graduates have pursued careers in ASL/English interpreting, deaf education, rehabilitation, healthcare, audiology, social work, counseling and the media. From medicine to law, education to performing arts – your career opportunities as a bilingual and bicultural graduate are vast.

### Programs

- [American Sign Language and Deaf Studies Minor](#)
- [ASL/English Interpreting Major \(B.S.\)](#)

### Courses

## American Sign Language (ASL)

### ASL 435 - American Sign Language I

**Credits:** 0 or 4

Introduction to American Sign Language with emphasis on visual receptive and expressive use of language, as well as providing opportunities for other forms of visual communication such as facial expression, mime, and gesture. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. A weekly, one-hour language laboratory is required as part of this course. Limited to 15 students. No credit if credit has been received for COMM 401 (previously COMM 533).

**Equivalent(s):** COMM 401, COMM 533

**Grade Mode:** Letter Grading

### ASL 436 - American Sign Language II

**Credits:** 0 or 4

Introduction to American Sign Language with emphasis on visual receptive and expressive use of language, as well as providing opportunities for other forms of visual communication such as facial expression, mime, and gesture. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. A weekly, one-hour language laboratory is required as part of this course. Limited to 15 students. No credit if credit has been received for COMM 401 (previously COMM 533).

**Prerequisite(s):** ASL 435 with a minimum grade of D-.

**Equivalent(s):** COMM 733

**Grade Mode:** Letter Grading

### ASL 531 - American Sign Language III

**Credits:** 0 or 4

Continuation of ASL 436. Expands on groundwork and grammatical principles established in ASL I and II. Introduces the sociolinguistics aspects of ASL as it functions within the deaf cultural context. Limited to 15 students. Lab.

**Prerequisite(s):** ASL 436 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### ASL 532 - American Sign Language IV

**Credits:** 0 or 4

Continuation of ASL 531. Expands on the groundwork and grammatical principles established in ASL I, II, and III. Introduces the sociolinguistic aspects of ASL as it functions within the deaf cultural context. Areas of investigation include use of formal versus informal sign register; sign variation by region, age, and gender; social factors that give rise to code switching; and political and cultural evolution of the U.S. deaf community. Taught in the target language using the direct experience method. Limited to 15 students. Lab.

**Prerequisite(s):** ASL 531 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### ASL 599 - Special Topics

**Credits:** 1-4

Occasional offerings dependent on availability and interest of faculty. May be repeated barring duplication of subject.

**Repeat Rule:** May be repeated up to unlimited times.

**Grade Mode:** Letter Grading

### ASL 621 - Advanced American Sign Language Discourse I

**Credits:** 0 or 4

Focuses on the use of ASL discourse in formal as well as informal settings. Students explore the genres of public speaking, artistic expression, formal discussion, interview, and narrative. Development of ASL vocabulary in specialized areas not covered in previous courses. Lab.

**Prerequisite(s):** ASL 532 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### ASL 622 - Advanced American Sign Language Discourse II

**Credits:** 0 or 4

In this advanced course, students give two PowerPoint presentations on their research on two selected cutting-edge/current Deaf Studies topics, and are assessed on itemized public speaking skills, grammatical features (linguistics) studies that are a culmination of previous ASL courses, and pragmatic language functions. These presentations are to use high/academic register, appropriate for a large academic audience, demonstrating sensitive awareness of visual acuity and its impact on signing production. Lab.

**Prerequisite(s):** ASL 621 with a minimum grade of D-.

**Grade Mode:** Letter Grading

## Sign Language Interpreting (INTR)

### **INTR 430 - Introduction to Interpretation**

**Credits:** 4

A survey of traditional and contemporary perspectives on interpretation and interpreters; introduces the cognitive processes involved in interpretation and factors that influence those processes. Several models of interpretation explored. Particular attention given to interpretation as an intercultural, as well as inter-lingual, process. Students engage in a research project related to course content.

**Grade Mode:** Letter Grading

### **INTR 438 - A Socio-cultural Perspective on the Deaf Community**

**Credits:** 4

Introduction to the deaf community and deaf culture. Discussion of similarities to, and differences from, mainstream hearing culture. Supplemental videotapes focus on aspects of culture including deaf education, autobiographical sketches, deaf norms and values, and deaf literature and folklore. Theoretical issues of culture and linguistics applied to deaf culture, American Sign Language, and the variety of cultural perspectives of the deaf community. Students engage in a research project related to course content.

**Attributes:** Social Science (Discovery); Writing Intensive Course

**Prerequisite(s):** ENGL 401 (may be taken concurrently) with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 439 - Ethics and Professional Standards for Interpreters**

**Credits:** 4

Seminar course using readings, theory, and discussion of hypothetical situations and role plays to explore ethical standards and dilemmas in ASL-English interpretation. Covers personal and professional values, ethics, and morality; professional principles; power, responsibility, and group dynamics; the interpreter's role; cross-cultural issues; and the decision-making process. Students engage in a research project related to course content.

**Attributes:** Writing Intensive Course

**Prerequisite(s):** INTR 430 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 539 - Comparative Linguistic Analysis for Interpreters**

**Credits:** 4

Examines the basic similarities and differences between the linguistic structure of American Sign Language and spoken English; focuses on each language's communication functions and how they serve these functions. Students engage in a research project related to course content.

**Prerequisite(s):** ASL 532 (may be taken concurrently) with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 540 - Translation**

**Credits:** 0 or 4

Introduction to theory and practice of translation. Students analyze pre-prepared interpretations and translations to discover how expert interpreters and translators construct meaning in the alternate language. Particular attention paid to the form/meaning distinction. Students prepare translations from texts of their choosing. Lab.

**Prerequisite(s):** ASL 532 (may be taken concurrently) with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 599 - Special Topics**

**Credits:** 1-4

Occasional offerings dependent on availability and interest of faculty. Barring duplication of subject, may be repeated.

**Repeat Rule:** May be repeated for a maximum of 8 credits.

**Grade Mode:** Letter Grading

### **INTR 630 - Consecutive Interpretation I**

**Credits:** 0 or 4

Introduction to the theory and practice of consecutive interpretation. Analyzes and integrates specific subtasks of the interpreting process culminating in the performance of prepared and spontaneous consecutive interpretations. Students work with a variety of texts, language models, and settings with the goal of engaging in the consecutive interpreting process by chunking information and constructing meaning in the alternate language. Lab.

**Prerequisite(s):** INTR 540 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 636 - Consecutive Interpretation II**

**Credits:** 0 or 4

Continues and advances the theory and practice of consecutive interpretation and introduces simultaneous interpretation. The focus of this course is on interactive discourse (dialogues). Particular attention is given to processes involved in the transition from consecutive to simultaneous interpreting, and determining when to use each mode of interpretation. The advantages and limitations of both types of interpreting are compared. Students apply theoretical information to the process of simultaneous interpreting. Students also engage in a research project related to course content. Lab.

**Prerequisite(s):** INTR 630 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 732 - Simultaneous Interpretation**

**Credits:** 0 or 4

Focuses on simultaneous interpretation of expository discourse (presentations). Students further explore and apply theory learned in INTR 636 to a variety of texts, language models, and settings. Students engage in a research project related to course content. Lab.

**Attributes:** Writing Intensive Course

**Prerequisite(s):** INTR 636 with a minimum grade of D-.

**Grade Mode:** Letter Grading

### **INTR 734 - Field Experience and Seminar I**

**Credits:** 4

Gives students the opportunity to observe professional working interpreters, with some direct interpreting experience as deemed appropriate. Students integrate knowledge, theoretical understanding, and skills acquired in the interpreting program by working closely with on-site supervisors (interpreters) in addition to attending a bi-weekly seminar with the UNHM field experience coordinator.

**Prerequisite(s):** INTR 732 (may be taken concurrently) with a minimum grade of D-.

**Grade Mode:** Letter Grading

**INTR 735 - Field Experience and Seminar II****Credits:** 4

Gives students the opportunity to gain supervised interpreting experience. Students engage in actual interpreting assignments and receive support and mentorship from a professional interpreter, enabling them to integrate knowledge, theoretical understanding, and skills acquired in the interpreting program. Students work closely with on-site supervisors (interpreters) in addition to attending a biweekly seminar with the UNHM field coordinator.

**Prerequisite(s):** INTR 734 with a minimum grade of D-.**Grade Mode:** Letter Grading

## Faculty

ASL/English Interpreting Faculty