

Interpreter Training Technology Mississippi Curriculum Framework

Interpreter Training Technology - CIP: 16.1603 (Sign Language Interpretation and Translation)

2018



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3825 Ridgewood Road
Jackson, MS 39211
Phone: 601-432-6155
Email: curriculum@mccb.edu

FACULTY WRITING TEAM MEMBERS

Jamie Olson, Instructor, Mississippi Gulf Coast Community College
Sandra Hester, Instructor, Hinds Community College

ADMINISTRATOR WRITING TEAM MEMBERS

Ms. Cindy West, Dean, Hinds Community College

BUSINESS AND INDUSTRY CONTRIBUTING TEAM MEMBERS

Susan McCormick, Deaf Community, Information Technology Specialist, Gulfport, MS

Ralph Vice, Deaf Community, Cyber Security, Gulfport, MS

Jill R. Hagler, de'l Epee Deaf Center, Gulfport, MS

Ben Wagenknecht, Office Of Deaf and Hard of Hearing, Jackson, MS *

Allen L. Graham, Mississippi School of Deaf *

Jim Booth, Pinelake Church, Flowood, MS *

***Denotes an industry member who attended the writing team meeting.**

OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS

Dr. Angela Bryan, Director of Curriculum and Instruction, Mississippi Community College Board

LaToya Sterling, Curriculum Specialist, Office of Curriculum and Instruction,
Mississippi Community College Board

Dr. Teresa Barnes, Curriculum Specialist, Office of Curriculum and Instruction,
Mississippi Community College Board

The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

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ADOPTION OF NATIONAL CERTIFICATION STANDARDS

This curriculum was developed incorporating elements of the Mississippi Quality Assessment Screening for interpreters and the Code of Professional Conduct as created by the National Association for the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID).

The MS Quality Assessment Screening process was implemented as a method of choosing interpreters hired by Vocational Rehabilitation and other state agencies.

The Registry of Interpreters for the deaf strives to advocate for best practices in interpreting professional development for practitioners and for the highest standards in the provisions of interpreting services for diverse users of languages that are signed or spoken.

INDUSTRY JOB PROJECTION DATA

The **Interpreter Training** Technology occupations require an education level of short-term on-the-job training or work experience in a related field. There is expected to be 11.89% increase in occupational demand at the regional level and 11.89% increase at the state level. Median annual income for this occupation is \$30,680.00 at the state level. A summary of occupational data from the State Workforce Investment Board Data Center is displayed below:

Table 1: Education Level

Program Occupations	Education Level
Interpreters and Translators	Long-Term On-The-Job-Training

Table 2: Occupational Overview

	Region	State	United States
2014 Occupational Jobs	185	185	47933
2024 Occupational Jobs	207	207	50266
Total Change	22	22	2333
Total % Change	11.89%	11.89%	4.87%
2014 Median Hourly Earnings	\$14.75	\$14.75	\$20.96
2024 Median Annual Earnings	\$30,680.00	\$30,680.00	\$43,596.80
Annual Openings	2	2	233

Table 3: Occupational Breakdown

Description	2010 Jobs	2020 Jobs	Annual Openings	2010 Hourly Earnings	2010 Annual Earnings 2,080 Work Hours
Interpreters and Translators	185	207	2	\$14.75	\$30,680.00
TOTAL	185	207	2	\$14.75	\$30,680.00

Table 4: Occupational Change

Description	Regional Change	Regional % Change	State % Change	National % Change
Interpreters and Translators	22	11.89%	11.89%	4.87%

ARTICULATION

At this time, there is no secondary Interpreter Training Technology program to articulate into this postsecondary program.

TECHNICAL SKILLS ASSESSMENT

Colleges should report the following for students who complete the program with a career certificate, technical certificate, or an Associate of Applied Science Degrees for technical skills attainment. To use the approved Alternate Assessment for the following programs of study, colleges should provide a Letter of Notification to the Director of Career Technical Education at the MS Community College Board. Please see the following link for further instructions: <http://www.mccb.edu/wkfEdu/CTDefault.aspx>.

CIP Code	Program of Study		
16.1603	Interpreter Training Technology		
Level	Standard Assessment	Alternate Assessment	
Career	C-PAS3		
Level	Standard Assessment	Alternate Assessment	
Technical/AAS	C-PAS3		Mississippi Quality Assessment Screening

ONLINE AND BLENDED LEARNING OPPORTUNITIES

Course content includes lecture and laboratory semester credit hours. Faculty members are encouraged to present lecture related content to students in an online or blended learning environment. Training related to online and blended learning will be available to faculty members through the MS Community College Board.

INSTRUCTIONAL STRATEGIES

Instructional strategies for faculty members implementing the curriculum can be found through the Office of Curriculum and Instruction's professional development.

ASSESSMENT STRATEGIES

The Office of Curriculum and Instruction's professional development offer assessment strategies to faculty members implementing the curriculum. Additionally, standards were included in course content when appropriate.

RESEARCH ABSTRACT

In the fall of 2017, the Office of Curriculum and Instruction (OCI) met with the different industry members who made up the advisory committees the Interpreter Training Technology program. An industry questionnaire was used to gather feedback concerning the trends and needs, both current and future, of their field. Program faculty, administrators, and industry members were consulted regarding industry workforce needs and trends.

Industry advisory team members from the college involved with this program were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program include having knowledge of deaf culture, be involved in the deaf community, be ethical. Occupation-specific skills remain professional and confidential and know the code of professional conduct.

The revisions in this curriculum include adding a course on Medical Interpreting, updating the course sequence, and updating student learning outcomes.

REVISION HISTORY:

2012, Research and Curriculum Unit, Mississippi State University

2018 Mississippi Community College Board

PROGRAM DESCRIPTION

The Interpreter Training Program is a career and technical program designed to prepare students to interpret/transliterate spoken English into American Sign Language and American Sign Language into spoken English while working with people who are deaf or hard of hearing. The interpreter works in a variety of settings, including educational, medical, community, business, and occupational. The primary goal of the program is to prepare students to have the knowledge and understanding of the work of a sign language interpreter, develop language skills, and be ready to take a state-level screening test.

All training activities and instructional material emphasize the importance of maintaining high personal standards. Work habits and ethical practices required on the job are an integral part of the instruction. Students will not only receive hands-on learning experiences in the classroom with industry standard equipment, but they will venture out into the deaf community to apply their knowledge. Upon completion of the program, the student will be awarded the Associate of Applied Science degree in Interpreter Training Technology.

SUGGESTED COURSE SEQUENCE

Career Certificate Required Courses

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Certification Information
			Lecture	Lab	Clinical		Certification Name
IDT 1113	Introduction to Interpreting	3	3	0	0	45	
IDT 1123	Foundations of Deafness	3	3	0	0	45	
IDT 1211	Expressive and Receptive Fingerspelling	1	1	0	0	15	
IDT 1224	American Sign Language I	4	3	2	0	75	
IDT 1234	American Sign Language II	4	3	2	0	75	
IDT 1253	Transliterating I	3	3	0	0	45	
IDT 2263	Transliterating II	3	3	0	0	45	
IDT 2323	Educational Interpreting	3	3	0	0	45	
IDT 2313	Sign- to- Voice Interpreting I	3	3	0	0	45	
	Instructor Approved Elective	3					
	TOTAL	30					

Technical Certificate Required Courses

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Certification Information
			Lecture	Lab	Clinical		Certification Name
IDT 2243	American Sign Language III	3	2	2	0	60	
IDT 2333	Interpreting	3	3	0	0	45	
IDT 2343	Sign-to-Voice Interpreting II	3	3	0	0	45	
IDT 2353	Interpreting in Special Situations	3	3	0	0	45	
IDT 2413	Interpreting Practicum	3	0	0	9	150	
	TOTAL	15					

General Education Core Courses – Interpreter Training Technology

To receive the Associate of Applied Science Degree, a student must complete all of the required coursework found in the Career Certificate option, Technical Certificate option and a minimum of 15 semester hours of General Education Core. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester or provided primarily within the last semester. Each community college will specify the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The Southern Association of Colleges and Schools (SACS) Commission on Colleges Standard 2.7.3 from the Principles of Accreditation: Foundations for Quality Enhancement¹ describes the general education core.2.

Section 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

General Education Courses

Course Number	Course Name	Semester Credit Hours	SCH Breakdown		Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab		Lecture	Lab	Certification Name
	Humanities/Fine Arts	3						
	Social/Behavioral Sciences	3						
	Math/Science	3						
	Academic electives	6						
	TOTAL	15						

¹

Southern Association of Colleges and Schools Commission on Colleges. (2012). *The principles of accreditation: Foundations for quality enhancement*. Retrieved from <http://www.sacscoc.org/pdf/2012PrinciplesOfAcrcditation.pdf>

Course Listing

*Any course not listed as a required course may be used as an elective.

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Certification Information
			Lecture	Lab	Clinical		Certification Name
IDT 1113	Introduction to Interpreting	3					
IDT 1123	Foundations of Deafness	3					
IDT 1211	Expressive and Receptive Fingerspelling	1					
IDT 1224	American Sign Language I	4					
IDT 1234	American Sign Language II	4					
IDT 1253	Transliterating I	3					
IDT 2243	American Sign Language III	3					
IDT 2263	Transliterating II	3					
IDT 2313	Sign- to- Voice Interpreting I	3					
IDT 2323	Educational Interpreting	3					
IDT 2333	Interpreting	3					
IDT 2343	Sign-to-Voice Interpreting II	3					
IDT 2353	Interpreting in Special Situations	3					
IDT 2363	Artistic Interpreting	3					
IDT 2373	Legal Interpreting	3					
IDT 2413	Interpreting Practicum	3					

INTERPRETER TRAINING TECHNOLOGY COURSES

Course Number and Name: IDT 1113 Introduction to Interpreting

Description: Defines interpreting terms; lists and discusses code of professional conduct; placement of interpreters in various settings; discusses environmental factors; and describes the assessment and certification process.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Recognize, discuss, and use elements of effective communication
 - a. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the field of interpreting
 - b. Identify construction of messages
 - c. Identify linguistics of registers
 - d. Discuss the importance of effective communication skills as an interpreter
3. Discuss the impact of culture and current issues that impact the interpreting profession
 - a. Define culture and the difference between collectivist culture and individualist culture
 - b. Describe how culture influences behavior and communication
 - c. Identify current issues that relate to communication skills
 - d. Discuss how culture and current issues affect interpreters
4. Describe and discuss the placement of interpreters in various settings
 - a. Explain the difference between consecutive interpretation and simultaneous interpretation
 - b. Explain the difference between translation, transliteration, and interpretation
 - c. Discuss the differences in various types of settings where interpreters work and how the settings affect the work
 - d. Identify the philosophies and professional behaviors appropriate for various interpreting settings
5. Describe the assessment and certification process
 - a. Identify the difference between state assessments and national certifications
 - b. Explain the process of state assessments
 - c. Explain the process of national certifications
 - d. Explain the state requirements and procedures for the required state registration for interpreters
 - e. Explain state by state registration regulations

Mississippi Quality Assessment Screening

CODE OF PROFESSIONAL CONDUCT

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.

B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law. C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

Definitions

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior -- Interpreters:

- 1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior -- Interpreters:

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 1123 Foundations of Deafness

Description: This course will provide students with knowledge in types of communication problems resulting from deafness, ease in mixing with deaf persons, occupational trends for the deaf, causes and physiological aspects of deafness, and social barriers faced by deaf individuals. Deaf individuals and leaders in the community will be invited into the classroom to discuss these topics along with professionals working with the deaf in various situations. The course is also designed for students majoring in interpreting for the deaf, teachers, teachers' aides, school counselors, and so forth. This course provides a review of a normal mechanism of speech and hearing and how they are affected by hearing loss, as well as an emphasis on the history of deafness, trends in deaf education, and the deaf community and its culture.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Describe and discuss the causes and physiological aspects of deafness
 - a. Describe the structure, function, and common disorders of the ear
 - b. Identify the causes of deafness
 - c. Define terms specifically related to the physiology of the ear
 - d. Identify steps in reading an audiogram
3. Recognize social barriers and communication problems faced by deaf individuals
 - a. Identify problems that occur between deaf individuals and the hearing world and the necessity of finding new, enlightened, and humane solutions to them
4. Discuss the impact of community on deaf individuals
 - a. Identify the social attitudes of the hearing towards the deaf and their effect on the development of the deaf individual
 - b. Summarize how institutions of socialization, such as family and school, enhance or hinder the social, cognitive, and psychological development of the deaf individual
5. Discuss the impact of culture on deaf individuals
 - a. Identify the cultural attitudes of the hearing towards the deaf and their effect on the development of the deaf individual
 - b. List major changes in employment of the deaf
 - c. Summarize how trends over the last decade have benefited the deaf culture

Mississippi Quality Assessment Screening

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- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
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- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
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- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind---altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

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- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
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- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
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- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 1211 Expressive and Receptive Fingerspelling

Description: This course will develop beginning expressive and receptive fingerspelling skills based on word and phrase recognition principles. Fingerspelling is an important part of communicating.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
1	1	0	15

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Develop beginning expressive and receptive fingerspelling skills
 - a. Discuss the manual alphabet and demonstrate usage
 - b. Use appropriate physical parameters of basic fingerspelling
 - c. Identify the pros and cons of signing versus fingerspelling
3. Produce hand shapes of the alphabet
 - a. Demonstrate fluency in fingerspelling
 - b. Demonstrate clarity in fingerspelling
4. Utilize receptive fingerspelling skills
 - a. Demonstrate content, context, and clozure skills

Mississippi Quality Assessment Screening

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5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
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Applicability

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Illustrative Behavior -- Interpreters:

- 1.1 Share assignment---related information only on a confidential and "as---needed" basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer---specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
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2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

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Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind--altering substances before or during the performance of duties.
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7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

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Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
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 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 1224 American Sign Language I

Description: A developmental course, meaning that the students (whatever their competency level at the beginning of the course) are expected to grow continuously throughout the semester. The students will develop a high degree of familiarity with and a respect for the usage of the basic principles of American Sign Language (ASL) through nonverbal communication techniques, eye training, and finger spelling. Also students will be introduced to the basic patterns of ASL through discipline and instruction.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Develop interpersonal, interpretive, and presentational communication skills
 - a. Participate in face-to-face conversations and share information related to specific topics
 - b. Demonstrate comprehension of basic personal and social questions by responding to the deaf
 - c. Express descriptions of self, people, and places using short presentations
 - d. Acquire information from conversations dealing with various viewpoints of the deaf
3. Develop knowledge and understanding of deaf culture through practices, perspectives, and products of deaf culture
 - a. Identify the beliefs, values, and attitudes within the deaf culture
 - b. Summarize the products of culture and their uses as related to the deaf
4. Develop knowledge of American Sign Language grammar
 - a. Demonstrate comprehension of the five parameters of American Sign Language
 - b. Demonstrate a basic understanding of the role of negation and numeral incorporation
 - c. Be able to understand and produce simple sentence structure in American Sign Language while communicating with Deaf individuals
 - d. Demonstrate the ability to make short presentations about themselves or a simple story in American Sign Language

Mississippi Quality Assessment Screening

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Course Number and Name: IDT 1234 American Sign Language II

Description: An introduction to sign language idioms and English idioms. This course will introduce ways to express English idioms in signs and also the vocabulary for the sign language idioms. Continuation of building student's sign language vocabulary is a primary interest of this course. Deaf-resource people, videotapes, and other related materials will be included.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct (CPC)
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Develop interpersonal, interpretive, and presentational communication skills
 - a. Participate in conversations with teacher and classmates on common topics
 - b. Demonstrate comprehension of messages while communicating with deaf individuals
 - c. Demonstrate ability to make short presentations in ASL
3. Develop knowledge and understanding of deaf culture through practices and perspectives of deaf culture and results of interaction between hearing and deaf culture
 - a. Compare and analyze beliefs, values, and attitudes within the deaf culture
4. Expand knowledge of American Sign Language grammar
 - a. Use a comprehensive vocabulary to converse in small groups about various topics
 - b. Demonstrate appropriate conversation techniques using various basic sentence types
 - c. Demonstrate knowledge of various verb types
 - d. Demonstrate knowledge of special relationship rules
 - e. Demonstrate basic knowledge of depictive verbs

Mississippi Quality Assessment Screening

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6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 1253 Transliterating I

Description: Studies skills required to transmit English into Conceptually Accurate Signed English (CASE).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct (CPC)
 - b. Apply the principles in all aspects of interpreting for the Deaf
2. Demonstrate use of ASL concepts in English word order
 - a. Utilize CASE to produce appropriate target language
 - b. Understand how mouth movements play a part in transliterating
 - c. Understand the role of fingerspelling in transliterating
3. Recognize differences between ASL and other methods of English sign codes
 - a. Discuss SEE1, SEE2, SE, Rochester methods, and so forth

Mississippi Quality Assessment Screening

CODE OF PROFESSIONAL CONDUCT

Tenets

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2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

- A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.
- B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law. C. This Code of Professional Conduct applies to interpreted situations that are performed either face---to---face or remotely.

Definitions

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf---blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior -- Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind--altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior -- Interpreters:

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2243 American Sign Language III

Description: An advanced-level course in American Sign Language (ASL). Will expand sign vocabulary to include English and deaf idioms and proper use in both languages. Concentration will be on proficiency in both ASL and methods of simultaneous translation of hearing-impaired people who communicate in various forms of manual English. Increased emphasis will be placed on the development of native-like fluency. Instruction is through conversational techniques incorporating additional principles and vocabulary items.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	2	2	60

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Develop interpersonal, interpretive, and presentational communication skills
 - a. Participate in conversations with teacher and classmates on common topics
 - b. Demonstrate comprehension of messages while communicating with deaf individuals
 - c. Demonstrate ability to make short presentations in ASL
3. Develop knowledge and understanding of Deaf culture through practices and perspective of deaf culture
 - a. Analyze social situations and use appropriate responses to these situations
 - b. Compare and analyze beliefs, values, and attitudes within the deaf culture
4. Use ASL to connect with other subject areas and expand grammatical knowledge
 - a. Apply a comprehensive vocabulary to converse in groups about various topics and subjects
 - b. Demonstrate and comprehend the seven expansion techniques of American Sign Language
 - c. Demonstrate and comprehend ASL complex sentence types
 - d. Demonstrate and comprehend complex concepts involving the use of depicting verbs

Mississippi Quality Assessment Screening

CODE OF PROFESSIONAL CONDUCT

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Applicability

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1.0 CONFIDENTIALITY

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Illustrative Behavior -- Interpreters:

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- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

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Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
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- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
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- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
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4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior -- Interpreters:

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- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

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Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.

- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

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- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

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Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
- pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2263 Transliterating II

Description: Further study of the skills of transmitting English into Conceptually Accurate Signed English (CASE).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf

2. Demonstrate further use of ASL concepts in English word order
 - a. Utilize CASE to produce appropriate target language
 - b. Understand how to use space when transliterating
 - c. Understand how English parts of speech affects transliterating
 - d. Understand passive and active voice and how they are used in transliterating

3. Apply use of transliterating to connect with other topics (places, people, and things) utilizing CASE
 - a. Develop comprehensive vocabulary to be used in small groups on a variety of topics

Mississippi Quality Assessment Screening

CODE OF PROFESSIONAL CONDUCT

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- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.¹¹
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
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4.0 RESPECT FOR CONSUMERS

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Illustrative Behavior -- Interpreters:

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Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
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Illustrative Behavior -- Interpreters:

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 - pursuing higher education;
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 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2313 Sign to Voice Interpreting I

Description: Classroom work giving verbatim translations and sign-to-voice materials. There is an emphasis on the use of tapes and simulated situations. Vocabulary development, word endings, and the use of temporary signs are discussed. Students will learn to translate simultaneously from manual English to spoken English and learn to interpret from American Sign Language (ASL) to spoken English while keeping appropriate English diction.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Recognize and discuss elements of effective communication
 - a. Define, spell, pronounce, and use a comprehensive vocabulary
 - b. Identify construction of messages
 - c. Discuss the importance of effective communication skills as an interpreter
 - d. Understanding the role of fingerspelling in sign to voice interpreting
3. Describe the importance in accuracy of interpretation
 - a. Explain word usage and its importance in sign-to-voice interpreting
 - b. Define message analysis and how it is used in the sign-to-voice process
 - c. Define and explain processing time, and what an effective process time would be in sign-to-voice interpreting
 - d. Understand the difference and use of literal verses idiomatic interpretation
4. Describe and discuss the effective use of English Equivalents
 - a. Define, record, spell, pronounce, and gloss in ASL from vocabulary journals
 - b. Identify and explain effective use of English idiomatic expressions
 - c. Identify and explain effective use of the accuracy of English equivalent choices

Mississippi Quality Assessment Screening

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Applicability

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Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior -- Interpreters:

- 1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

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Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

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Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
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- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
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Illustrative Behavior -- Interpreters:

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

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Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

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6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

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Illustrative Behavior -- Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
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- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2323 Educational Interpreting

Description: Studies techniques and ethics involved in educational interpreting focusing on special settings, code of conduct, physical arrangements, and resources for educational interpreters. This course will further study of the skills of transmitting English into Conceptually Accurate Signed English (CASE).

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Recognize and sign both expressively and receptively new vocabulary
 - a. Recall the parameters of each sign individually
 - b. Illustrate the parameters of each sign individually
3. Analyze situations and determine how the Code of Professional Conduct and Educational Interpreter Performance Assessment (EIPA) guidelines should be applied
 - a. Discuss and test situations and scenarios to determine the best ethical practice for each educational situation
 - b. Draw conclusions using the tenets and illustrative behaviors of the CPC as to which tenets are applicable to each educational situation
 - c. Develop a logical argument to support and defend a best ethical practice based on a hypothesized scenario
4. Identify and analyze discourse strategies used within educational settings
 - a. Make observations of appropriate behavior, roles, and responsibilities of educational interpreters in various educational settings
 - b. Report observations of behavior, roles, and responsibilities of educational interpreters in various educational settings
 - c. Observe educational interpreters in the workplace

Mississippi Quality Assessment Screening

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Course Number and Name: IDT 2333 Interpreting

Description: Accuracy and clarity in expressive interpreting at a conversational speed. Refine and build English-to-ASL skills. Role-play and videos of actual experiences will be used.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Discuss and demonstrate the ability to process between English and ASL
 - a. Investigate message analysis
 - b. Formulate appropriate English-to-ASL equivalents
3. Produce a message moving from the source to the target language
 - a. Illustrate the message with conceptual accuracy
 - b. Analyze the message to maintain the speaker's intent
4. Utilize ASL linguistic techniques of interpreting
 - a. Define and discuss the various structure techniques of interpreting, such as listings, directions, classifiers, locatives, plurals, and multiple-meaning words
 - b. Produce the various structure techniques of interpreting, such as listings, directions, classifiers, locatives, plurals, and multiple-meaning words

Mississippi Quality Assessment Screening

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Course Number and Name: IDT 2343 Sign –to- Voice II

Description: Continue classroom work given verbatim translations and sign-to-voice materials. There is an emphasis on the use of tapes and simulated situations. Vocabulary development, word endings. And the use of temporary signs is discussed. Students will learn to translate simultaneously from manual English to spoken English and to interpret from American Sign Language (ASL) to spoken English while keeping appropriate English dictation.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Recognize and discuss elements of effective communication
 - a. Define, spell, pronounce, and use a comprehensive vocabulary
 - b. Identify construction of messages
 - c. Discuss the importance of effective communication skills as an interpreter
3. Describe the importance in accuracy of interpretation
 - a. Explain word usage and why it is important in sign-to –voice interpreting
 - b. Define message analysis and how it is used in the sign-to voice process
 - c. Define and explain processing time and what an effective process time would be in sign-to- voice interpreting
4. Describe and discuss the effective use of English Equivalents
 - a. Define, record, spell, pronounce, and gloss in ASL in vocabulary journals
 - b. Identify and explain effective use of English idiomatic expressions
 - c. Identify and explain effective use of the accuracy of English- equivalent choices
5. Apply concepts of appropriate use of mouth morphemes
 - a. Identify various mouth morphemes
 - b. Compare and contrast mouth morphemes (i.e., cha, mm, oo)
 - c. Integrate appropriate body language and movement associated with mouth morphemes
 - d. Analyze and draw conclusions as the effectiveness of ASL grammar and syntax when mouth morphemes are used correctly

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Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

3.6 Refrain from the use of mind--altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior -- Interpreters:

4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2353 Interpreting in Special Situations

Description: This course includes lectures and observation of interpreters in various settings. Including educational, legal, medical, religious, platform, deaf-blind, mental health, and so forth.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf

2. Observe practicing interpreters in a variety of settings
 - a. Discuss various settings where interpreters work such as Video Remote Interpreting, Video Relay Services, Religious, Medical, Mental Health, Vocational Rehabilitation, and teams etc
 - b. Discuss interpreter behaviors in these various settings

3. Describe the assessment and certification process
 - a. Identify the difference between state assessments and national certifications
 - b. Explain the process of state assessments
 - c. Explain the process of national certifications
 - d. Explain the state requirements and procedures for the required state registration for interpreters
 - e. Explain state by state registration regulations

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4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

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Illustrative Behavior -- Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

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- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

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Illustrative Behavior -- Interpreters:

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- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
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7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

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Illustrative Behavior -- Interpreters:

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 - pursuing higher education;
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Course Number and Name: IDT 2363 Artistic Interpreting

Description: Study of the principles and techniques of artistic interpreting including literary and musical works.

Hour Breakdown:	Semester Credit Hours	Lecture	Lab	Contact Hours
	3	2	2	60

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Develop an appreciation for the arts
 - a. Identify the principles of artistic interpreting
 - b. Demonstrate an appreciation of the contributions of deaf arts
3. Discuss techniques used in artistic interpreting
 - a. Interpret portions of literary and musical works
 - b. Demonstrate the techniques of interpreting plays and dramas
 - c. Demonstrate the techniques of interpreting poetry and songs

Mississippi Quality Assessment Screening

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Course Number and Name: IDT 2373 Legal Interpreting

Description: This is a preparation course for legal interpreting. The student will learn to anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, and practice interpreting legal texts.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct
 - b. Apply the principles in all aspects of interpreting for the deaf
2. Discuss the established policies and procedures for interpreting in the legal setting
 - a. Identify the National Interpreter Certification (NIC) process for gaining legal credentials in interpreting
 - b. Summarize and highlight ways to apply concepts of this NIC process
3. Recognize and discuss elements of legal process
 - a. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the legal profession
 - b. Define, spell, pronounce, and use a comprehensive vocabulary pertaining to the field of interpreting
4. Discuss the impact of culture and current issues that impact the interpreting profession
 - a. Explain the difference between consecutive interpretation and simultaneous interpretation and sight interpretation
 - b. Explain the difference between translation, transliteration, and interpretation
 - c. Explain rendering the message faithfully, using mode/manner of consumer and how the message relates

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Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2413 Interpreting Practicum

Description: Application of interpreting/transliterating skills in a supervised approved site(s). All contact hours will be verifiable, and direct observation will be administered by practicum supervising interpreter.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical Hours	Contact Hours
3		9	150

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct (CPC)
 - b. Apply the principles in all aspects of interpreting for the deaf

2. Work with a supervising/mentor interpreter
 - a. Create a daily time log of activities and tasks
 - b. Provide a detailed work schedule
 - c. Provide documentation of work experience from supervising/mentor interpreters

3. Apply classroom skills to supervised work setting
 - a. Practice professional ethics
 - b. Use interpreting skills learned in a real-world environment

4. Prepare for working in the field
 - a. Sit for a state or national assessment
 - b. Register with the state Office on Deaf and Hard of Hearing

5. Analyze situations and determine how the CPC should be applied
 - a. Discuss and examine situations and scenarios to determine the best ethical practice for situations
 - b. Draw conclusions using the tenets and illustrative behaviors of the CPC as to which tenets are applicable to each situation
 - c. Develop a logical argument to support and defend a best ethical practice based on a hypothesized scenario

6. Complete basic forms related to the field of interpreting
 - a. Conduct and calculate basic mathematical formulations to show billable hours
 - b. Tabulate mileage computations for sample billing forms
 - c. Report and tabulate required minimum hours necessary to complete the internship/ practicum setting

Mississippi Quality Assessment Screening

CODE OF PROFESSIONAL CONDUCT

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

- A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.
- B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law. C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

Definitions

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior -- Interpreters:

- 1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g. Supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior -- Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior -- Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior -- Interpreters:

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior -- Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
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Tenet: Interpreters maintain ethical business practices.

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Illustrative Behavior -- Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
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7.0 PROFESSIONAL DEVELOPMENT

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Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
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 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Course Number and Name: IDT 2383 Medical Interpreting

Description: Application of interpreting/transliterating skills as related to interpreting in medical settings including medical clinics, hospitals, emergency departments, education classes etc.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical Hours	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Utilize the guiding principles of professional conduct
 - a. Identify the Code of Professional Conduct (CPC)
 - b. Apply the principles in all aspects of interpreting for the deaf

2. Discuss medical terminology as used in medical situations
 - a. Develop a vocabulary journal with definitions and various signs

3. Discuss appropriate behaviors for various medical settings
 - a. Discuss how each medical setting has different practices and procedures which must be followed

Mississippi Quality Assessment Screening

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VALIDATION

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VALIDATION

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- 3.6 Refrain from the use of mind---altering substances before or during the performance of duties.1
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Illustrative Behavior -- Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
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 - participating in community events; and
 - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

VALIDATION

Appendix A: RECOMMENDED TOOLS AND EQUIPMENT

CAPITALIZED ITEMS

1. Computer work centers, including desk and chair (1 per student)
2. Multimedia computer with speakers, sound card, and USB port for jump drive (1 per student)
3. Color laser printer (1 per classroom)
4. Laser printer (1 per lab)
5. Scanner, color page (1 per lab)
6. Internet access
7. Data projector (1 per lab)
8. Teacher workstation (laptop computer with printer, scanner, and Internet access)
9. Online assessment software

NON-CAPITALIZED ITEMS

1. Digital camera (1per lab)
2. Headphones (10- 12 per lab)
3. Microphones (1 per lab)

RECOMMENDED INSTRUCTIONAL AIDS

1. Smart board
2. Smart tv
3. Instructional DVD's

VALIDATION

APPENDIX B: CURRICULUM DEFINITIONS AND TERMS

- Course Name – A common name that will be used by all community colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Career Certificate Required Course – A required course for all students completing a career certificate.
 - Technical Certificate Required Course – A required course for all students completing a technical certificate.
 - Technical Elective – Elective courses that are available for colleges to offer to students.
- Description – A short narrative that includes the major purpose(s) of the course
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

VALIDATION

- In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:
 - Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework
 - Revising or extending the student learning outcomes
 - Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

VALIDATION

Appendix C: COURSE CROSSWALK

Course Crosswalk					
Interpreter Training Technology					
CIP 16.1603 – Sign Language Interpretation and Translation					
<i>Note: Courses that have been added or changed in the 2017 curriculum are highlighted.</i>					
Existing			Revised		
2012 MS Curriculum Framework			2017 MS Curriculum Framework		
Course Number	Course Title	Hours	Course Number	Course Title	Hours
IDT 1113	Introduction to Interpreting	3	IDT 1113	Introduction to Interpreting	3
IDT 1123	Foundations of Deafness	3	IDT 1123	Foundations of Deafness	3
IDT 1211	Expressive and Receptive Fingerspelling	1	IDT 1211	Expressive and Receptive Fingerspelling	1
IDT 1224	American Sign Language I	4	IDT 1224	American Sign Language I	4
IDT 1234	American Sign Language II	4	IDT 1234	American Sign Language II	4
IDT 1253	Transliterating I	3	IDT 1253	Transliterating I	3
IDT 2243	American Sign Language III	3	IDT 2243	American Sign Language III	3
IDT 2263	Transliterating II	3	IDT 2263	Transliterating II	3
IDT 2323	Educational Interpreting	3	IDT 2323	Educational Interpreting	3
IDT 2313	Sign- to- Voice Interpreting I	3	IDT 2313	Sign- to- Voice Interpreting I	3
IDT 2333	Interpreting	3	IDT 2333	Interpreting	3
IDT 2343	Sign-to-Voice Interpreting II	3	IDT 2343	Sign-to-Voice Interpreting II	3
IDT 2353	Interpreting in Special Situations	3	IDT 2353	Interpreting in Special Situations	3
IDT 2363	Artistic Interpreting	3	IDT 2363	Artistic Interpreting	3
IDT 2373	Legal Interpreting	3	IDT 2373	Legal Interpreting	3
IDT 2413	Interpreting Practicum	3	IDT 2413	Interpreting Practicum	3
			IDT 2383	Medical Interpreting	3

VALIDATION

Appendix D: Recommended Textbooks

Recommended Interpreter Training Text Book List		
CIP 16.1603 – Interpreter Training		
Book Title	Author (s)	ISBN
Signs of the Times, 2 nd edition	Shroyer Gallaudet University Press	978-1-56368-446-3
American sign Language Dictionary, Compact Edition	Costello	9780375722776
Translitterating: Show me the English	Kelly, RID Press	0-916883-32-9
So, You want to be an Interpreter? 4 th Edition	Humphrey/Alcorn, H&H Publishing	0-9640367-7-0
Expressive and Receptive Fingerspelling For Hearing Adults	LaVera M.Guillory	0-87511-055-X
Reading Between the Signs, 3 rd Edition	Mindness, Intercultural Press	978-1-941176023
Reading Between the Signs Workbook: A Cultural Guide for Sign Language Students and Interpreters	Mindess, Intercultural Press	978-1-931930-03-1
Building ASL Interpreting and Translation Skills (with CD)	Scheetz, Seal, Allyn and Bacon	13:978-0-205-47025-9
Interpretation Skills: English to American Sign Language	Taylor, Interpreting Consolidated	0-9697792-0-8
Interpretation Skills: American Sign Language to English	Taylor, Interpreting Consolidated	0-9697792-4-0
The American Sign Language Phrases Book	Lou Fant and Barbara Fant, McGraw-Hill Companies	978-0-07-149713-8
American sign Language Dictionary, Compact Edition	Costello	9780375722776
Signing Naturally: Student Workbook, Level II	Lentz, Mikos, and Smith, Dawn Sign Press	0-915035-16-2
Linguistics of American Sign Language: An Introduction, 5 th Edition (with DVD)	Valli, Lucas, Mulrooney and Rankin, Gallaudet University Press	978-1-56368-507-1
The Art of Interpreting (with DVD)	Borden, Hayden-McNeil Publishing INC.	1-57182-326-3
ASL Grammatical Aspects: Comparative Translations	Cassell and McCaffrey, Sign Enhancers, Inc.	1-882872-99-1
Intermediate Conversational Sign Language	Madsen, Gallaudet University Press	0-913580-79-1
Building ASL Interpreting and Translation Skills (with CD)	Scheetz, Seal, Allyn and Bacon	13:978-0-205-47025-9
Interpretation Skills: English to American Sign Language	Taylor, Interpreting Consolidated	0-9697792-0-8
Interpretation Skills: American Sign Language to English	Taylor, Interpreting Consolidated	0-9697792-4-0
The American Sign Language Phrases Book	Lou Fant and Barbara Fant, McGraw-Hill Companies	978-0-07-149713-8
American sign Language Dictionary, Compact Edition	Costello	9780375722776

VALIDATION

Signing Naturally: Student Workbook, Level II	Lentz, Mikos, and Smith, Dawn Sign Press	0-915035-16-2
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ASL Grammatical Aspects: Comparative Translations	Cassell and McCaffrey, Sign Enhancers, Inc.	1-882872-99-1
Intermediate Conversational Sign Language	Madsen, Gallaudet University Press	0-913580-79-1
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