

# ***COCONINO COMMUNITY COLLEGE***

## ***COURSE OUTLINE***

Prepared by: ASL/ITP Faculty  
Status: Permanent

Date: November 2008

A. Identification:

- |    |                      |                              |
|----|----------------------|------------------------------|
| 1. | Subject Area:        | Interpreter Training Program |
| 2. | Course Number:       | ITP 216                      |
| 3. | Course Title:        | Educational Interpreting     |
| 4. | Credit Hrs:          | 3                            |
| 5. | Catalog Description: |                              |

A course specifically designed for the student who wishes to interpret in the K12 and post-secondary educational settings. Includes 20 clock hours of clinical experience or service learning in the field.  
Prerequisite: consent of instructor. Three lecture. May be taken for S/U credit with instructor approval.

B. Course Goals:

To provide students with a general knowledge of educational interpreting and to provide opportunities for students to practice interpreting in authentic educational settings.

C. Course Outcomes:

Upon completion of this course, students will:

1. Demonstrate knowledge of the educational interpreter role as part of a professional team.
2. Demonstrate knowledge of the educational interpreter proficiency requirements.
3. Demonstrate understanding of the unique challenges in educational interpreting.
4. Apply knowledge and mastery of technology options utilized in educational settings.
5. Demonstrate appropriate proficiency in American Sign Language for K12 licensure.
6. Demonstrate ability to use sign language to meet the various language needs of K-12 students.
7. Identify the process for earning and retaining educational interpreter licensure, and how to earn continued education units (CEU's).

D. Assessment of Course Outcomes:

1. Written exams.
2. Critical essays and self- reflection written assignments.
3. Instructor critique of student's interpreting skills using a proficiency rubric.
4. Consumer evaluations of student interpreters.
5. At least one research project on a topic from current literature in the field.

E. Course Content:

Will include:

1. Educational Interpreter Performance Assessment (EIPA) standards.
2. Ethical situations with discussion and written follow up.
3. Child development and language acquisition for deaf and hard of hearing children.
4. Individual Family Service Plans (IFSP) and Individual Educational Plans (IEP) and how they impact the role of the educational interpreter.
5. The Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) and how these impact the role of the educational interpreter.
6. Intensive practice interpreting in educational settings (K12, and post-secondary)
7. Licensure information for Arizona.