DIS-2320: EDUCATIONAL INTERPRETING

Cuyahoga Community College

Viewing: DIS-2320 : Educational Interpreting
Board of Trustees:
2015-05-28

Academic Term:
2015-08-24

Subject Code
DIS - Deaf Interpretive Services

Course Number:
2320

Title:
Educational Interpreting

Catalog Description:
Analysis and monitoring of students' understanding of interpreting/transliterating in educational setting. Application of Educational Code of Ethics, Ohio Guidelines for Educational Interpreters, manual code systems, and technical vocabulary. Study of history of Deaf Education, educational laws and support services, child development, and best practices in educational setting.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
DIS-1300 Interpreting Fundamentals, and DIS-1310 Interpreting I.

Outcomes
Course Outcome(s):
Research a variety of literary/journal articles and items that may be appropriate resources for use in the K-12 interpreted setting.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Create an electronic resource file, containing information and items relevant to the K-12 setting that reflects the use of search engines and databases as well as other resources to locate journal articles and objects.
2. Orally present an organized and visually appealing electronic resource file using classroom technology.
3. Respond appropriately to questions and comments from the instructor and students regarding the acquisition and relevance of items in the electronic resource file.

Course Outcome(s):
Outline what is expected of an educational interpreter with regard to multidisciplinary and team member roles, curriculum content and learning hierarchies for each educational level.

Objective(s):
1. Identify the particular challenges that accompany educational interpreting and how those differ from community interpreting.
2. Diagram the process of becoming licensed in the state of Ohio.
3. Distinguish between licensure and certification and the procedures for both.
4. Differentiate between sign systems/codes used in the educational setting and between interpreting and transliterating.
5. Create a timeline highlighting the significant events related to Deaf education.
6. Outline the laws that relate to persons who are deaf/hard-of-hearing in educational settings.

7. Identify the various stages of child development and how they relate to various education levels and languages.
8. Engage in discussions of situational dilemmas faced by educational interpreters.

Methods of Evaluation:
1. Quizzes
2. Exams
3. In Class assignments
4. Out-of-class assignments

Course Content Outline:
1. Multidisciplinary teams
   a. Identification of disability
   b. Roles of the interpreter on Multi-Factored Evaluation Team
   c. Creating the IEP
   d. Placement
   e. Evaluation
2. Curriculum and learning hierarchies
   a. Bloom"s Taxonomy
   b. Variations in level of student preparation
      i. BICS
      ii. CALPS
3. Case studies
   a. Amy Rowley
   b. Textbook cases
4. Educational Interpreter"s Code of Conduct vs. RID Code of Ethics
   a. Confidentiality among Multi-Factored Evaluation Team
   b. Confidentiality of the community interpreter
5. Ohio guidelines
   a. Role of the interpreter
   b. Skills of the interpreter
   c. Licensure
   d. Certification
6. Manual code systems used in educational settings at various levels
   a. SEE 1
   b. SEE 2
   c. CASE
   d. LOVE
7. Educational interpreting: an introduction
   a. Historical timeline of events
      i. First schools
      ii. Milan Conference
      iii. Mainstreaming
      iv. Total Communication
      v. Inclusion
   b. Placement options
      i. Residential
      ii. Day schools
      iii. Inclusion classes
   c. Current events
      i. Cochlear implants
      ii. Technologies
8. Theoretical framework of an educational interpreter
   a. Vygotsky"s Zone of Proximal Development
   b. Feverstein"s Mediated Learning Experience
9. Laws governing deaf and hard-of-hearing students in the classroom setting
   a. Section 504 of 1973 Rehabilitation Act & 1998 Amendment
   b. PL: 94-142 of 1975
   c. The Bilingual Act & 1974/1978 Amendments

      d. Education of the Deaf Act of 1986
      e. ADA of 1990
      f. IDEA of 1990 & 1997 Amendment

10. Brain development and education
    a. Piaget"s stages of cognitive development
    b. Healy"s brain development and education
    c. Giedd"s teen brain research

11. Language and literacy
    a. Signing ASL enhances language
    b. Signing English may inhibit learning

12. Educational Interpreting in the primary grades, elementary and middle schools
    a. Use of the interpreter
    b. Changing role of the interpreter

13. Educational interpreting in high school and vocational settings
    a. Curriculum challenges
    b. Language challenges

14. Educational interpreting in higher education, college and graduate
    a. Curriculum challenges
    b. Language variation in students

15. Research in educational interpreting for purpose of creating resource files
    a. Elementary school
    b. Middle school
    c. High school
    d. Post-secondary

16. Bi-Bi education
    a. Learning English as a second language
    b. Opponents of learning English as a second language
    c. Conversational vs. school language

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Resources

Seal, Brenda Chafin. *Best Practices in Educational Interpreting.* Boston, MA: Allyn and Bacon, 1998.

Stewart, David, Jerome Schein and Brenda Cartwright. *Sign Language Interpreting: Exploring Its Art and Science.* 2nd ed,. Boston, MA: Allyn and Bacon, 2004.

Frishberg, Nancy. *Interpreting: An Introduction.* Rev. ed. Silver Springs, MD: RID Publications, 1990.

Marschark, Marc, et al. *Relations of Language and Thought: The View from Sign Language and Deaf Children.* New York: Oxford University Press, 1997.

McAnally, Patricia L., Susan Rose and Stephen Quigley. *Language Learning Practices with Deaf Children. Pro-Ed.* 3rd ed. Austin, Texas: PRO-ED, 2004.

Parasnis, Ila, ed. *Cultural and Language Diversity and the Deaf Experience.* New York: Cambridge University Press, 1996.

Marschark, Marc. *Psychological Development of Deaf Children.* ENew York: Oxford University Press, 1993.

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