Interpreter Training Program

For Admission: Fall 2025

Program Information Booklet

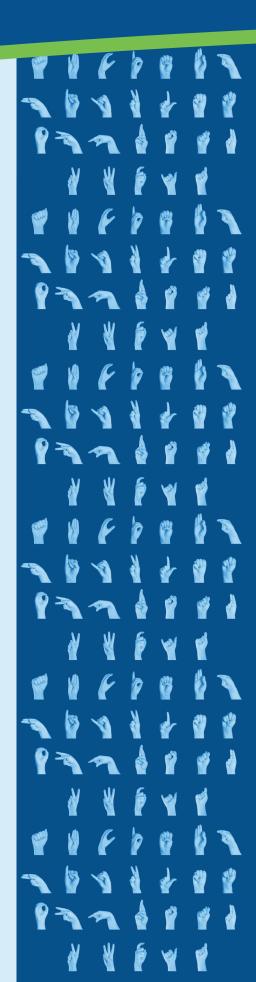**SPOKANE FALLS**
COMMUNITY COLLEGE

Interpreter Training Program
3410 W Whistalks Way MS 3160
Spokane, WA 99224-5288

www.sfcc.spokane.edu/ITP

SPOKANE FALLS
COMMUNITY COLLEGE

INTERPRETER TRAINING PROGRAM

• Associate in Applied Science Degree – Transfer

• Interpreter Training Certificate

WELCOME LETTER

Dear Applicant,

Thank you for your interest in our Interpreter Training Program (ITP) at Spokane Falls Community College (SFCC). You have made an inquiry regarding our program because you have recognized a burgeoning skill set that is interesting and important to you. The Interpreter Training Program offers you the opportunity to develop specialized skills to work as an interpreter for the Deaf and Hard of Hearing in the educational (P-21) system. Our goal is to give you access to the information, practical trainings, mentorship and support that will promote your success as an interpreter for the Deaf and Hard of Hearing. Your individual career development is a major priority for our program and faculty.

The students, when accepted into the Interpreter Training Program (ITP), are integral members of two cohorts within the ITP. Students work closely on class projects and as peer support within their own cohort. There are opportunities to network with the graduates of the ITP, Deaf faculty and Deaf community for community-wide events and club projects. We network throughout the state of Washington, northern Idaho and your region.

Currently Spokane Falls Community College (SFCC) offers an educationally focused Interpreter Training Program (ITP) in Washington state with coursework available either as a fully on ground or fully on-line program or with approval a combination of the two. We strive to provide high quality learning opportunities that develop proficient skills in American Sign Language (receptively and expressively) and develop professional skills to become competent in the field of educational interpreting.

Listed below are just a few notes that identify SFCC's Interpreter Training Program as a qualified program:

1. SFCC serves a diverse multi-cultural community and encourages the fostering of respect for other cultures, ethnic backgrounds, race and religions.

2. We work closely with the industry professionals to produce qualified applicants for the positions in the interpreting field, thus graduates will have the opportunity to contribute to the economic well-being of the community of their choice.

3. Students who graduate from the Interpreter Training Program are prepared for immediate employment in the educational system (P-21) withstanding any district, local or state requirements that may need to be completed.

4. The ITP offers an Associate in Applied Science (AAS-T) students can transfer to a four-year degree program with some transferable course work completed (ASL& 121, ASL& 122, ASL& 123, ENGL& 101, MATH 107, PSYC& 100 and PSYC& 200).

5. The ITP offers a Certificate of Completion (87 credits), if you have completed an AA, BA, or MA degree prior to applying to our program.

6. Our faculty (both Deaf and hearing) are multi-faceted, with lifetime experiences and interaction in both hearing and Deaf cultures. Our hearing faculty have professional interpreting expertise in a variety of venues and genres locally, regionally, and nationally. Our deaf faculty are involved as consumers of interpreter's skills, as well as mentoring with students locally, statewide and within the national community.

7. Each faculty member has a long-term commitment to ITP students, graduates, and the interpreting profession. Our faculty are committed to the profession of interpreting and the promotion of qualified interpreters into the workforce.

On behalf of the faculty within the Interpreter Training Program, thank you for your interest in the ITP at Spokane Falls Community College. We invite you to review the materials and application. Please contact us directly with any questions about the program and/or application.

Sincerely,

Corrine Morrow
  Program Lead Instructor
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PROGRAM INFORMATION

Interpreter Training Program AAS-T: Associate of Applied Science is a transfer degree providing comprehensive core Interpreter Training Program content that aligns with the Boys Town National Research Hospital (BTNRH) Educational Interpreters Performance Assessment (EIPA) Content Knowledge Standards. The critical content coursework in the AAS–T addresses all of the Educational Interpreter competencies required by the State of Washington Professional Educator Standards Board (RCW 28a.410.271) as supported by the Washington State Office of Superintendent of Public Instruction (OSPI). The remainder of the degree coursework is comprised of significant general education coursework credits (approximately 35) is transferrable to a four-year institution.

The Interpreter Training Program is an innovative program that offers the opportunity to acquire basic skills that launch a career in the American Sign Language (P-21) Educational Interpreting field; to acquire skills in American Sign Language; to use American Sign Language as fulfillment of foreign language requirements or Humanities credit. As a fall start only program, all program courses are offered on campus and online (synchronously and asynchronously).

Those who complete our coursework have the potential to provide a valuable service to society and equal access for Deaf and hard of hearing people in all areas of education.

WHEN CAN NEW STUDENTS ENROLL?

Admission into the program is limited and requires an application process. Please be aware that the selective admission process is competitive. Completion of all application requirements **does not** ensure admission into the program. Students are encouraged to complete general education require-ments and related requisites prior to entering the ITP program. Interpreter Training Program (ITP) courses begin each **Fall Quarter** of every year. The program is designed to be completed in six full-time academic quarters. The ASL& 221, 222, 223, and ITP courses must be taken in sequence and are only offered to students accepted into the ITP program.

To enroll in the Interpreter Training Program, you must:

- Apply to Spokane Falls Community College (SFCC) for admission as a new or former student. Contact the Admissions Office: **www.sfcc.spokane.edu** and follow the prompts.

- If you have credits from another accredited institution, send an official copy of all your transcripts to the Registrar's Office (SFCC, 3410 W. Whistalks Way, MS 3011, Spokane, WA 99224-5288. Please include your Student Identification Number (SID), so that your paperwork can be connected to your admission application.

- For information about Financial Aid: **sfcc.spokane.edu/How-to-Pay-for-College** or call the college at 888.509.7944 or 509.533.3550.

- After acceptance to SFCC, applications to the Interpreter Training Program will be accepted from January 1– March 7, 2025 (postmarked by: March 7, 2025).

Applications are due by: March 7, 2025*

Mailing Address:
Spokane Falls Community College
Interpreter Training Program, MS 3160
3410 W. Whistalks Way, Spokane, WA 99224-5288

Hand Delivery Address:
SFCC, Interpreter Training Program,
Building 16, ITP Faculty Offices (Rooms 128, 126, 124)

* Applications received or postmarked after March 7, 2025 will still be considered, if space in ITP becomes available.

ITP Program Informational and Application Booklets are available by contacting:

Corrine.Morrow@sfcc.spokane.edu, **509.533.3730, or**

sfcc.spokane.edu/what-to-study/programs/pathway-course-map?plan=interpreter%20training

**Notification of acceptance to the Interpreter Training Program
will be sent via email:**

within 60 days after application deadline.

WHERE CAN I GET MY QUESTIONS ANSWERED?

Here are some frequently asked questions for you to consider:

- **What if I have taken classes for credit at other institutions?**
  You must submit your official transcripts to Spokane Falls Community College. You will include unofficial copies of your transcripts with your application to the Interpreter Training Program.

- **What if I already know sign language but have never taken a class for credit?**
  — You may take the ASL&121, ASL&122 and ASL&123 classes from SFCC or an accredited college or challenge ASL&121, ASL&122 and ASL&123 in sequence.

  — Completion of a challenge exam (ACPL) for ASL&121, ASL&122 and ASL&123 (5 credit courses) with a 3.0 or higher is preferred. The challenge exam and the assessment will be administered and assessed by the Interpreter Training Program instructors.

  — Contact the ITP faculty regarding the Academic Credit for Prior Learning (ACPL) process. Corrine.Morrow@sfcc.spokane.edu or 509.533.3730

  — Cost of ACPL process: $150.00 ($30.00 per credit [5]) + $10.00 *(processing fee)* = $160.00 per assessment.

- **Can I challenge more than one ASL course at the same time?**
  No, you may not. You should complete and see the assessment for the challenged course before you attempt the next challenge exam.

- **Can I take more than one ASL class at a time?**
  No, you may not. The Interpreter Training Program (ITP) classes are dependent upon previous coursework knowledge. Therefore must be taken in sequence as described in the typical student schedule.

- **How many of the classes are available on-line?**
  Our entire program is available on-line. You are always welcome to come to the on-ground scheduled meeting times if you would like. Our classroom meetings are recorded so that on-line students can attend class asynchronously (watch at a later time) or attend synchronously during class time over Zoom.

- **When am I considered an actual ITP student?**
  When you have been notified that your application has been accepted by the ITP as a student for the upcoming academic year.

BACKGROUND CHECK

The Interpreter Training Program (ITP) prepares students for a career as an ASL – English Interpreter for the Deaf in the public school system. An important part of this process is the internship/practicum experience. Students must pass fingerprinting and background check requirements in their state of residence to be eligible to work with children and vulnerable adult populations. For more information on background clearance and access to the Background Check Form, please visit your state's background check requirements. For Washington state residents, contact Washington State Patrol – WSP WATCH website: **https://fortress.wa.gov/wsp/watch/**

APPLICATION INFORMATION

The Interpreter Training Program (ITP) faculty organizes and evaluates the application materials for entrance into the program. All applicants will be rated by points given for grades earned in prior sign language coursework, prerequisite math and English writing course completion, and demonstration of ASL signing ability. The top students chosen for the program will begin the upcoming fall quarter. Applicants may be interviewed if necessary to clarify application.

Applicants will be notified of their status (accepted with requirements or not qualified) no later than 60 days after the application deadline. Applicants who are accepted into the ITP program and then withdraw or decline acceptance are not given priority in future cohorts and must reapply for the program.

TUITION / ADDITIONAL STUDENT FEES / SPECIAL REQUIREMENTS*

In addition to the usual tuition and fees charged at SFCC, the ITP students will be responsible for some additional costs. CCS charges certain mandatory fees in addition to tuition. These include:

Quarterly Full-time Tuition		Quarterly Fees	
Tuition Resident	$ 1,590.70	Mandatory Fees Registration	$ 20.00
Non-Resident	$ 1,974.60	Technology (maximum)	$ 40.00
International	$ 3,637.10	Comprehensive	$ 40.00
		SFCC Gym Renovation	$ 129.75
		Total Resident	$ 1,820.45
		Total Non-Resident	$ 2,204.35
		Total International	$ 3,866.85

* Tuition rates and fees are subject to change. Certain classes may charge lab and course fees. Cost of books and other materials varies based on program and class enrollment.

Lower Division (Associate and Certificate Programs)

- Refunds of tuition and fees: 100% refunded if the student withdraws before the sixth day of instruction; 50% refund if the student withdraws on sixth day of instruction to the twentieth calendar day.

- Some fees are non-refundable; see the fee schedule for further information.
    Registration Fee $20.00 per quarter
    Student-voted Technology Fee $4.00 per credit up to $40 per quarter
    Student-voted Comprehensive Fee $40.00 per quarter
    Student-voted SFCC Gym Renovation Fee (SFCC only) $8.65 per credit

- Refund dates for classes which do not follow the regular college calendar are proportional to the length of a standard quarter.

For complete information regarding Tuition and Course Fees:
sfcc.spokane.edu/How-to-Pay-for-College/How-Much-Does-it-Cost

SPOKANE COLLEGES SCHEDULE OF PARKING FEES & FINES*

sfcc.spokane.edu/About-Us/Campus-Safety-Parking/Parking-Services

to buy a permit: ccs.nupark.com/

* Parking permit costs and fines are subject to change. Be sure to visit the website above for current information.

Bus Passes – Students are eligible to receive a bus pass when tuition and fees are paid. Your Student ID card is your bus pass and activates the first day of class. Most currently enrolled SFCC students can use their student ID card as valid fare on all STA bus routes but some students may be required to purchase a separate student pass based on the agreement with STA. STA buses arrive and depart on the half-hour weekdays and evenings, and hourly weekends. SFCC students obtain their student ID/bus pass at the SFCC Copy Shop, Building 2 (Library), Lower Level, Room 0010. For more information, call 509.533.3744 or visit sfcc.spokane.edu/For-Our-Students/Student-Resources.

ADDITIONAL STUDENT FEES / SPECIAL REQUIREMENTS

In addition to the usual tuition and fees charged at SFCC, the ITP student will be responsible for some additional costs. Estimated fees and costs are:

FEE DESCRIPTION	COST
Required Supplemental Materials	Approximate cost = $300.00 to $450.00
Name Badge	Included in lab fee
Student Medical Malpractice and General Liability insurance	$8.00 per course available through the college
Injury Insurance	Student to provide private insurance
National and State Affiliated Association Memberships (optional)	Student paid: Approximate cost = $100 per year
Immunizations	Current TB test and proof of immunity to tetanus/diphtheria, measles, mumps, rubella, hepatitis B, and chicken pox
Washington State Background Check or current state of residence	Approximate cost = $75.00 to $125.00

ADMISSION PREREQUISITES/REQUIREMENTS

Criteria for Application to SFCC Interpreter Training Program

Prior to application completion:

- Completion of ASL&121, ASL&122 and ASL&123, 5 credit courses with a 3.0 or higher preferred OR
  Equivalent assessment = completion of established prior learning assessments (PLA's) $150.00 ($30.00 per credit [5]) + $10.00 *(processing fee)* = $160.00 per assessment.

- Completion of English 101 placement test, or proof of coursework completion in the ENGL 99 series with a passing grade 2.0 or higher to be ready to enter ENG&101.

- Math Literacy placement test results (showing placement into Math 107) or proof of coursework completed for Math 87 and 88 with a passing grade 2.0 or higher to be ready to enter MATH107.

- Completion of PSYC&100 with a passing grade 2.0 or higher to be ready to enter PSYC&200.

- PLEASE NOTE: Financial aid may be reduced if you've completed ENGL& 101, MATH 107 and/or PSYC& 200 prior to acceptance in the Interpreter Training Program.

- ***If you have NOT met these requirements prior to application completion, please explain within your cover letter how you will complete them prior to FALL START of the program***.

To complete the application:

    a. Completion of application packet contents -

shared.spokane.edu/ccsglobal/media/Global/FormsA-Z/CCS-40-356.pdf

- Demographic Information
- Signature page - Acknowledging Background Check
- Acknowledgement of Essential Functions for Success
- Student Response Form – Handwritten responses to 7 questions
- Coursework Summary
- Cover Letter – why you are an outstanding candidate for the program. Please include within the cover letter an explanation of your plan if you have outstanding or special circumstance concerning completion of prerequisites.

    b. Unofficial transcript submitted to the ITP Selective Enrollment Committee when submitting your application.

    c. Two Letters of Reference

- One letter regarding your character
- One letter regarding your work ethic

    d. Two Video clips: 2 – 4 minutes; see specific directions in the Application Booklet.

- **Video Clip #1:** 1) Tell us about your background; 2) How you learned ASL; 3) Why you want to be an interpreter; and 4) Why you want to join the Interpreter Training Program.
- **Video Clip #2:** Describe the line drawing.

ESSENTIAL FUNCTIONS FOR SUCCESS FOR THE ITP PROGRAM

The following information is provided to assist you in achieving a better understanding of the sensory, physical, communication, cognitive, behavioral, social and professional skills necessary to successfully work as an Interpreter for the Deaf/Hard-of-Hearing/Cochlear-Implanted. These criteria are identified as being essential functions for success for Interpreters and as such, closely match the abilities needed to successfully complete the assignments and practicum components of the ITP program at SFCC. Students must be able to meet these minimum standards throughout the program, with or without reasonable accommodation, for successful completion of the program requirements.

It is the policy of Spokane Falls Community College to provide reasonable accommodation to qualified students with disability so that they can meet these required standards. If you are disabled and need some special accommodations, please contact the program supervisor of Disability Access Services program at 509.533.4166.

Essential Physical Abilities *— The student must be able to:*

    a. Auditory ability sufficient to hear verbal instructions and information, hear environmental sounds and perceive incidental conversations.

    b. Visual acuity sufficient to read typed, handwritten, computer and small hand production of sign.

    c. Visually, auditory and verbally perceive and express ideas clearly.

    d. Stand/sit/walk for prolonged periods of time.
       Be able to stand or sit for extended periods of time (minimum ½ hour).

    e. Bending and twisting while performing tasks.

    f. Kneel, stoop and crouch when performing tasks and working with children.

    g. Manual and finger dexterity sufficient to manipulate hands to produce appropriate and accurate sign production.

    h. Rotate head and neck to visually be able to take in environmental information.

    i. Extend arms downward, outward and upward.

    j. Physical tolerance to an educational environment that may include noisy conditions,

crowded conditions, non-sterile surroundings and exposure to common illnesses and/or outbreaks.

k. Able to produce a clear vocal articulation and ability to project voice in a classroom setting.

Essential Cognitive Abilities and Professional Attributes **– *The student must be able to:***

a. Calculate, analyze, interpret and produce physical and verbal data accurately from observation, hearing and environmental information.

b. Apply ethical theory to practice, maintaining competence under challenging and sometimes stressful situations.

c. Communicate effectively, utilizing ASL, spoken and written English when interacting with students, their families and educational professionals.

d. Interact professionally and effectively with students, families and coworkers as an educational team member while maintaining professional boundaries.

e. Carry out duties accurately and in a timely manner.

f. Function safely, effectively and calmly under stressful situations.

g. Prioritize effectively and maintain composure while managing multiple tasks.

h. Accept and apply constructive criticism.

i. Maintain a positive and constructive manner with peers, coworkers and instructors.

j. Manage time in an efficient manner.

k. Maintain decorum, professionalism and ability to accomplish task while in the public setting (classroom, platform and consultative realms, etc…), at times large public audiences.

Essential Communication and Liguistic Abilities **— *The student must be able to:***

a. Observe and interpret appropriate ASL non-manual markers and facial expressions.

b. Provide D/d/HH/CI students with clear instructions that are adapted to their cognitive levels and communication needs.

c. Document clear and legible progress notes with the members of the Individualized Education Plan (IEP) team and substitutes.

d. Interact respectfully and effectively with many professionals including members of the IEP team and convey essential information for the student's effective academic and social progress.

e. Deliver clear oral presentation to the teacher, classmates and school professionals.

f. Deliver clear signed presentation to student from the teacher, classmates and school professionals.

Essential Linguistic and Cultural Abilities **— *The student must be able to:***

a. Possess the knowledge of ASL language structure and the ability to comprehend the message content (including implied and explicit meaning), lexicalization, ASL features, rules of proper sign production, meaning of non-manual markers, and rules of grammar in a signed presentation and/or conversation.

b. Possess the knowledge of English language structure and the ability to comprehend the message content, including meaning intent, spelling, rules of composition and rules of grammar in a spoken presentation and/or conversation.

c. Read, write and comprehend English information and ideas in written form.

d. Communicate ideas and information, by signing, speaking and in writing, in a way so others will understand.

e. Have the ability to communicate clearly ideas and information using ASL, which includes ASL grammar, ASL features, rules of proper sign production, meaning of non-manual markers, and rules of grammar in a signed presentation and/or conversation.

f. Understand, the breadth and depth of cultural norms and values of both the American Deaf community and the American English-speaking community.

g. Demonstrate respect of cultural norms for the American Deaf community, American English-speaking community and other cultures that may be present in the educational setting.

Essential Cognitive Abilities **— *The student must be able to:***

   a. Concentrate and attend to detail amidst a variety of environmental distractions.
   b. Prioritize multiple tasks and carry out complex sequence of instruction.
   c. Read, measure, calculate, reason, and analyze information from a variety of sources accurately, thoroughly and quickly.
   d. Use problem-solving skills to promote safety and to transfer learning from one situation to another and make appropriate decisions in a timely manner.
   e. Interact effectively and appropriately with D/d/HH/CI students of various ages, behaviors, cognitive abilities, cultures, racial and ethnic backgrounds.

Essential Behavior, Social and Professional Abilities **— *The student must be able to:***

   a. Effectively adapt to frequent changes in work environment and student population.
   b. Tolerate emotional stressful workloads effectively.
   c. Comply with legal and ethical standards set forth by: National Association of Deaf/Registry of Interpreters for the Deaf (NAD/RID) / Code of Professional Conduct National Association of Interpreters in Education (NAIE) – Code of Ethics.
   d. Comply with the laws of Washington state regarding Educational Interpreting.
   e. Comply with the laws and codes of the workplace as set forth by the site.
   f. Comply with the codes of conduct for SFCC students.
   g. Comply with the codes of professional conduct as set forth by the Interpreter Training Program.
   h. Adapt communication styles to effectively work with a variety of different school staff and administrators.
   i. Possess emotional stability in order to provide safe and effective communication.
   j. Acknowledge and respect individual values, beliefs, and opinions to successfully foster harmonious working relationships with fellow students, staff, and other professionals.
   k. Self-evaluate capabilities, needs and performance.
   l. Maintain personal appearance and hygiene appropriate to classroom and school settings.

DOES THE PROGRAM TRANSFER TO BACCALAUREATE INSTITUTIONS?

Yes, the Interpreter Training Program has 35 credits that are transferrable to baccalaureate institutions. ASL&121, ASL&122, ASL&123, PSYC&100, PSYC&200, MATH 107 and ENGL&101. SFCC Interpreter Training Program has articulations with two online universities (Sienna Heights and William Woods University), so that the content coursework of the Interpreter Training Program will count as your "major area of study" and you would only have approximately two more years of coursework to complete to earn a bachelor's degree. You may also continue your education at other accredited colleges of your choice.

EMPLOYMENT OUTLOOK

The fastest growing area for ASL-English Interpretation employment is in education. The field is growing and expanding as new research is completed and new developments become standards in the interpreting profession. Interpreters must stay abreast of innovations in the field by continuing their education with awareness and attendance at workshops, seminars and conferences.

Graduates of the SFCC Interpreter Training Program may potentially gain employment in educational (Pre-school – 12th grade, Vocational Training, Community Colleges, Universities) and private practice settings depending upon experience, professional knowledge, as well as practicum experience completed, contingent upon satisfying the unique requirements of the hiring entity. Other professional settings (Mental Health, Social Services, Medical, Legal, Video Relay services) will require advance training and experience. Graduates may potentially gain employment within their local community or choose to relocate throughout the state, region or nation. Potential employment opportunities can be made by contacting school districts, interpreter service agencies, private businesses and possibly state agencies.

The entry-level pay range varies in educational settings, depending upon location, experience and training. Higher rates of pay can be achieved when hired to interpret in private industry.

CURRENT WASHINGTON STATE LAWS

Washington State Law And Amendment Affecting Educational Interpreters
Rcw28a.410.271 Section Summary

Fall of 2013 it was decided that beginning in the 2016-2017 academic year, the Professional Educator Standards Board (PESB) requires Washington State Educational Interpreters to meet the standards established by the PESB. Educational Interpreters who are employed by school districts must have successfully achieved the performance standard established by the PESB on one of the educational interpreter assessments identified by the board.

The standards are as follows: passage of the Educational Interpreters Assessment (EIPA) written assessment and either a national certification from Registry of Interpreters for the Deaf (RID) or a score of 3.5 or above on the EIPA performance assessment.

The definitions within the law state….

a. A. An **Educational Interpreter** is defined as a school district employee, whether certificated or classified, providing sign language interpretation, transliteration, or both, and further explanation of concepts introduced by the teacher for students who are deaf, deaf-blind, or hard of hearing.

b. B. An **Educational Interpreter Assessment** is defined as an assessment that includes both written assessment and performance assessment that is offered by a national organization of professional sign language interpreters and transliterators, and is designed to assess performance in more than one sign system or sign language.

c. C. An **Interpretation** is defined as conveying one language in the form of another language.

d. D. A **Transliteration** is defined as conveying one language in a different modality of the same language.

e. The provisions of this section do not apply to educational interpreters employed to interpret a sign system or sign language, including non-signing interpretation such as oral interpreting, computer-assisted real time captioning, and cued speech transliteration, for which an educational interpreter assessment either does not exist or, as determined by the PESB, is not capable of being evaluated by the board for suitability as a performance standard in Washington.

For the complete RCW 28a.410.271, go to:

app.leg.wa.gov/rcw/default.aspx?cite=28a.410.271

SENATE BILL 5142
Amendment to RCW28a.410.271 Summary

Winter 2017

An act relating to Educational Interpreters that amends the **RCW28a.410.271** passed the Washington State Senate; creating a new section; and declaring an emergency.
RCW 28a.410.271 and 2013 c 151 s 2 are each amended in Sec. 3, Subsection B to read:

An **Educational Interpreter** who has not successfully achieved the performance standard required by (a) of this subsection may provide or continue providing educational interpreter services to students for one calendar year after receipt of his or her most recent educational interpreter assessment results, or eighteen months after completing his or her most recent educational assessment, whichever period is longer, if he or she can demonstrate ongoing efforts to successfully achieve the required performance standard. In making a determination under this subsection (3) (b), the employing school or school district may consult with the Professional Educators Standards Board (PESB). For purposes of this subsection (3) (b) "educational interpreter" includes persons employed as educational interpreters before the 2016-17 academic year.

For the complete copy of the SB 5142, go to:

apps2.leg.wa.gov/billsummary?BillNumber=5142&Year=2017

ITP DEGREE OPTIONS

We have two options: AAS-T or Certificate of Program Completion depending on your prior post secondary degrees.

1) Associate in Applied Science Transfer – Interpreter Training Program (AAS-T) for those who do not yet have a completed college degree. With this degree any credit earned toward an AA-DTA may be transferred to a 4-year institution as well as 35 credits taken in the ITP degree program (Math, English, 2 Psychology courses, ASL& 121-123). Pre-requisites for this degree include Math 107 ready, English 101 ready, Psychology 100, ASL& 121-123.

2) Certificate of Program Completion – Interpreter Training Program for those that have a completed college degree **(AA degree or higher)**. For pre-requisites you must have from your

degree transcript(s) a transferable Math course and transferable English course, Psychology 100, ASL& 121-123. This option, for those who already have an AA degree or higher is our way of assisting those who might still have Financial Aid available to them.

AAS-T COURSE SEQUENCE – FIRST YEAR

NOTE: Prerequisite all language course (ASL 121, 122, 123, 221, 222, 223, ITP 231) MUST be completed with a 2.0 or higher

FIRST QUARTER — FALL

ENGL& 101	English Composition	5	OR
MATH& 107	Math in Society	5	
ASL& 221	American Sign Language IV	5	
ITP 231	Theories of Discourse Analysis	3	
ITP 232	ASL Linguistic Principles	2	
		TOTAL: 15 credits	

SECOND QUARTER — WINTER

ITP 104	Introduction to Audiologic Rehabilitation/Habilitation	4
ASL& 222	American Sign Language V	5
ITP 241	Deaf Social and Cultural Issues	5
		TOTAL: 14 credits

THIRD QUARTER — SPRING

PSYC& 200	Lifespan Psychology	5
	(course related to specific interpreting field)	
ASL& 223	American Sign Language VI	5
ITP 233	Manually Coded English Systems	5
		TOTAL: 15 credits

AAS-T COURSE SEQUENCE – SECOND YEAR

FOURTH QUARTER

ITP 245	Ethics and Principles of Educational Interpreting	5
ITP 251	Interpreting I	5
ITP 261	Transliteration I	5
ITP 281	Applied Interpreting I	1
		TOTAL: 16 credits

FIFTH QUARTER

ITP 252	Interpreting II	5	
ITP 262	Transliteration II	5	
ITP 282	Applied Interpreting II	2	
ENGL& 101	English Composition	5	OR
MATH& 107	Math in Society	5	
ITP 271	Educational Interpreter Seminar	2	
		TOTAL: 19 credits	

SIXTH QUARTER

ITP 253	Interpreting III	5
ITP 263	Transliteration III	5
ITP 283	Applied Interpreting III	3
		TOTAL: 13 credits

CERTIFICATE COURSE SEQUENCE – FIRST YEAR

NOTE: Prerequisite all language course (ASL& 121, 122, 123, 221, 222, 223, ITP 231) MUST be completed with a 2.0 or higher

FIRST QUARTER — FALL

EDUC&	115	Child Development	5
ASL&	221	American Sign Language IV	5
ITP	231	Theories of Discourse Analysis	3
ITP	232	ASL Linguistic Principles	2
		TOTAL: 15 credits	

SECOND QUARTER — WINTER

ITP	104	Introduction to Audiologic Rehabilitation/Habilitation	4
ASL&	222	American Sign Language V	5
ITP	241	Deaf Social and Cultural Issues	5
		TOTAL: 14 credits	

THIRD QUARTER — SPRING

PSYC&	200	Lifespan Psychology *(course related to specific interpreting field)*	5
ASL&	223	American Sign Language VI	5
ITP	233	Manually Coded English Systems	5
		TOTAL: 15 credits	

CERTIFICATE COURSE SEQUENCE – SECOND YEAR

FOURTH QUARTER

ITP	245	Ethics and Principles of Educational Interpreting	5
ITP	251	Interpreting I	5
ITP	261	Transliteration I	5
ITP	281	Applied Interpreting I	1
		TOTAL: 16 credits	

FIFTH QUARTER

ITP	252	Interpreting II	5
ITP	262	Transliteration II	5
ITP	271	Educational Interpreter Seminar	2
ITP	282	Applied Interpreting II	2
		TOTAL: 14 credits	

SIXTH QUARTER

ITP	253	Interpreting III	5
ITP	263	Transliteration III	5
ITP	283	Applied Interpreting III	3
		TOTAL: 13 credits	

COURSE DESCRIPTIONS

ASL& 221 — American Sign Language IV *(5 cr)*

This is the fourth course in a series of 6 American Sign Language courses. This course emphasizes expressive and receptive communication skills involving elementary school coursework and accompanying vocabulary of at least 350 words; demand-control schema and aspects of ASL grammatical features. Information about Roles and Responsibilities of educational interpreters will be incorporated into each task. *Prerequisite:* ASL& 123 and concurrent enrollment in ITP 241. (SFCC)
View SFCC Course Learning Outcomes *

ITP 241 — Deaf Social and Cultural Issues *(5 cr)*

This course is designed to provide an in-depth look at various aspects of Deaf Culture which were overviewed in ASL& 121, 122 and 123. Language, history, legal issues, cultural conflicts, and reflective views of cultural aspects of the Deaf community will be presented. Previously learned aspects of Deaf Culture will be expanded. *Prerequisite:* ASL& 123 and concurrent enrollment in ASL& 221, ITP 231. (SFCC)
View SFCC Course Learning Outcomes *

EDUC& 115 — Child Development *(5 cr)*

Build foundation for explaining how children develop in all domains, conception through early adolescence. Explore various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed: stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues.
View SFCC Course Learning Outcomes *

ASL& 222 — American Sign Language V *(5 cr)*

This is the fifth course in a series of 6 American Sign Language courses. This course incorporates expressive and receptive communication skills involving middle school subject matter and accompanying vocabulary of at least 400 words; additional information about demand-control schema and aspects of ASL grammatical features. Information about Deaf Culture will be compared to that of the majority hearing culture. *Prerequisite:* ASL& 221 and concurrent enrollment in ITP 232. (SFCC)
View SFCC Course Learning Outcomes *

ITP 231 — Theories of Discourse Analysis *(3 cr)*

This course will provide an introduction to discourse analysis as practiced by working interpreters. The primary focus will be to distinguish between different discourse analysis models and apply their ideas to the study and use of American Sign Language. Students will also be introduced to finding meaning, using appropriate ASL syntax, and how to use visualization and mind mapping for determining source message and constructing a target message. *Prerequisite:* ASL& 221 and concurrent enrollment in ASL& 222, ITP 104, 232. (SFCC)
View SFCC Course Learning Outcomes *

ITP 232 — ASL Linguistic Principles *(2 cr)*

This course will apply linguistic theories to American Sign Language. Students will study the phonology, morphology, syntax and semantics and how they apply to and are used in ASL. *Prerequisite:* ASL& 221 and concurrent enrollment in ASL 222, ITP 104, 231. (SFCC)
View SFCC Course Learning Outcomes *

ITP 104 — Introduction to Audiologic Rehabilitation/Habilitation *(4 cr)*

This course introduces the anatomy of the ear, the functions of the parts of the ear, types and function of hearing assistive devices. It is designed to furnish students with a basic understanding of the physiology, mechanics and the impact of hearing loss as well the habilitation/rehabilitation process.
Prerequisite: Concurrent enrollment in ASL& 121. (SFCC)
View SFCC Course Learning Outcomes *

ASL& 223 — American Sign Language VI *(5 cr)*

This is the sixth course in a series of 6 American Sign Language courses. This course incorporates expressive and receptive communication skills involving high school subject matter and accompanying vocabulary of at least 350 words; comparative information about demand-control schema and aspects of ASL grammatical features. Information about Deaf Culture will be compared to that of the majority hearing culture. *Prerequisite:* ASL& 222 and concurrent enrollment in ITP 233. (SFCC)
View SFCC Course Learning Outcomes *

ITP 231 —Theories of Discourse Analysis (3 cr)

This course will apply linguistic theories to American Sign Language. Students will study the phnology, morphology, syntax and semantics andhow they apply to and are used in ASL. Prerequisite: ASL& 221 will a grade of 2.0 or higher, or permission of instructor. Prerequisite: ASL& 123 with a grade of 2.0 or higher, or permissoin of instructor. Students must pass this course with a 2.5 or higher to obtain the ITP AAS-T or ITP Certificate. (SFCC)
View SFCC Course Learning Outcomes

ITP 233 — Manually Coded English Systems *(5 cr)*

This course is designed to introduce various systems of Manually Coded English (MCE) created for working with D/deaf and hard of hearing children, including the Rochester Method, Seeing Exact English (SEE-I), Signing Exact English (SEE-II), Cued Speech, Linguistics of Visual English (LOVE), and Conceptually Accurate Signed English (CASE). The primary focus will be to build vocabulary, receptive and expressive skills, and employ English grammatical structure using Signing Exact English (SEE-II). This course introduces approximately 400 vocabulary words as well as the affixes, contractions and prefixes used in SEE-II. *Prerequisite:* ASL& 222, ITP 232 and concurrent enrollment in ASL& 223. (SFCC)
View SFCC Course Learning Outcomes *

PSYC&200 — Lifespan Psychology *(5 cr)*

A survey of human development from conception through late adulthood. Physical, emotional, cognitive and psychosocial development will be explored. *Prerequisite:* Must have passed PSYC& 100 with a 2.0 or better or permission of instructor. (SCC, SFCC)
View SFCC Course Learning Outcomes *

ITP 245 — Ethics and Principles in Educational Interpreting *(5 cr)*

This course focuses on human rights, decision making models, ethical decision making and principles for interpreting in educational settings. ***Prerequisite:*** ASL& 223 and concurrent enrollment in ITP 251, 261, 281. (SFCC)
View SFCC Course Learning Outcomes *

ITP 251 — Interpreting I *(5 cr)*

This course is designed to prepare the student with skills to receive information auditorally or visually and express that information in an equivalent message effectively, including affect, mood and inflection, using simultaneous interpreting methodologies. ***Prerequisite:*** ASL& 223, ITP 233 and concurrent enrollment in ITP 261, 281. (SFCC)
View SFCC Course Learning Outcomes *

ITP 261 — Transliteration I *(5 cr)*

This course is designed to introduce transliterating and distinguishing between interpreting and transliterating. Students will work on sign-to-voice and voice-to-sign skills, increase vocabulary both expressively and receptively, and increase and improve grammar skills in consecutive transliterating. ***Prerequisite:*** ASL& 223, ITP 233 and concurrent enrollment in ITP 251, 261. (SFCC)
View SFCC Course Learning Outcomes *

ITP 271 — EIPA Written Assessment Preparation *(2 cr)*

This course is designed to provide an investigative study of the Educational Interpreter Performance Assessment (EIPA) written materials that will enhance and reinforce their understanding of the Content Knowledge Standards and other components within the EIPA written assessment materials. At the conclusion of instruction, the course will prepare students to take the EIPA national written assessment. Students will collect and organize the study materials and supplemental information for review, be able to compare and contrast the information presented, as well as learn test taking skills to better analyze the questions during the assessment. (SFCC)
View SFCC Course Learning Outcomes *

ITP 281 — Applied Interpreting I *(1 cr)*

First of three separate opportunities to apply interpreting/transliterating skills. This first course requires observation and voice-to-sign or sign-to-voice in a mock interpreting environment where no Deaf people will be present. The goals of this course are to strengthen stamina in interpreting, predicting skills, and ability to stay within the interpreter's Code of Professional Conduct. ***Prerequisite:*** ASL& 223, ITP 233 and concurrent enrollment in ITP 251, 261. (SFCC)
View SFCC Course Learning Outcomes *

ITP 252 — Interpreting II *(5 cr)*

This course is designed to continue your preparation for exiting into an educational setting to work as an interpreter. You will continue to develop sign vocabulary appropriate for specific educational experiences, enhance receptive and expressive skills and work on speed and accuracy. You will learn to incorporate mime, physical movement, and ASL non-manual markers to assist in conveying meaning. ***Prerequisite:*** ITP 251, 261, 281 and concurrent enrollment in ITP 262, 282. (SFCC)
View SFCC Course Learning Outcomes *

ITP 262 — Transliteration II *(5 cr)*

In this course, students will increase vocabulary, enhance receptive and expressive skills and improve speed and accuracy in voice-to-sign and sign-to-voice transliterating using simultaneous methodologies. Student will receive and express information effectively, using affect, mood and inflection to match the target language to the source language. ***Prerequisite:*** ITP 251, 261, 281 and concurrent enrollment in ITP 252, 282. (SFCC)
View SFCC Course Learning Outcomes *

ITP 282 — Applied Interpreting II *(2 cr)*

This second applied interpreting experience requires experience in the following categories: Observation and voice-to-sign and/or sign-to-voice in an interpreting environment in the public arena where no Deaf people will be present. ***Prerequisite:*** ASL& 123, ITP 251, 261, 281 and concurrent enrollment in ITP 252, 262. (SFCC)
View SFCC Course Learning Outcomes *

ITP 253 — Interpreting III *(5 cr)*

In this course, you will apply simultaneous interpreting skills so as to receive visual discourse and verbally gloss information effectively, including affect, mood, and inflection; receive auditory information and express the information in equivalent appropriate ASL information, including affect, mood and inflection. You will enhance your skills in use of non-manual markers to convey auditory meaning. ***Prerequisite:*** ITP 252, 262, 282 and concurrent enrollment in ITP 263, 283. (SFCC)
View SFCC Course Learning Outcomes *

ITP 263 — Transliteration III *(5 cr)*

This course is designed to prepare student for exiting into the community to work as a transliterator in educational settings. Students will receive information in verbal and/or signed form and use appropriate transliteration procedures to relay the information, matching register, intention and content. Students will demonstrate appropriate switching techniques for both sign-to-voice and voice-to-sign, adhering to the Interpreter's Code of Professional Conduct. ***Prerequisite:*** ITP 252, 262, 282 and concurrent enrollment in ITP 253, 283. (SFCC)
View SFCC Course Learning Outcomes *

ITP 283 — Applied Interpreting III *(3 cr)*

This is the third practicum and requires experience in the following categories: Observation and voice-to-sign and/or sign-to-voice interpreting/transliterating in an educational environment. Students will be placed in a school program under the supervision of an experienced interpreter/transliterator. ***Prerequisite:*** ITP 252, 262, 282 and concurrent enrollment in ITP 253, 263. (SFCC)
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*** See faculty for more information regarding ITP Coursework Learning Outcomes.***

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