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Overview

Being native users of American Sign Language enables Deaf interpreters to provide interpretations that are more comprehensible to native users (McDermid, 2010). Interpretation effectiveness increases with both experience and training.

Deaf interpreter educators, practitioners, and researchers created the *NCIEC Deaf Interpreter Curriculum* as a means of preparing Deaf interpreters for the roles and responsibilities required of them as interpreting professionals. Curriculum usage requires a pedagogical approach that involves hands-on, role-play, and team activities to enhance coursework (Forestal, 2005). This curriculum also encourages and supports full participation by native users of ASL involved in Deaf interpreter practice.

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Qualifications & Approach

Trainers using this curriculum must be **active** Deaf interpreters with a minimum of 500 hours of interpreting within the last five years. Trainers must also be fluent users of ASL with knowledge of and experience with interpreting processes, ethics, ASL linguistics, gestural communication, use of props, Deaf culture, interpreting theory and the role of the interpreter (Boudreault, 2005). The authors of this curriculum have designed units of learning that address these areas.

Our approach to training Deaf interpreters incorporates curricular activities that are culturally appropriate for Deaf learners. We recognize that not all learners are the same and strongly encourage trainers to assess and adapt to the learning styles of individual students so they can benefit the most from this curriculum.

Curriculum Usage

The *NCIEC Deaf Interpreter Curriculum* is applicable for use in Interpreter Education Programs at colleges and universities, in community-based workshops, share shops, and other short-term venues, as well as online presentations. In these instances, individual modules may be used. In these instances, individual modules may be used. Whatever the venue,



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we **strongly** recommend the use of this curriculum in the sequence in which it currently appears.

In the first module, learners will examine the history of Deaf interpreting and its significance in the interpreting profession as a whole. Each module, in sequence, builds on the previous module and is designed to create a foundation that will increase the competencies of learners as Deaf interpreting professionals. Therefore, trainers are strongly encouraged to follow the sequence presented in this curriculum.

Learning Opportunities

Experiential learning opportunities are an essential component of all interpreter education programs. Trainers are encouraged to build in opportunities for learner observation and supervised practicum experiences appropriate to the academic or community-based educational setting in which the *NCIEC Deaf Interpreter Curriculum* is being used.

Trainer Qualifications

Training on use of the *NCIEC Deaf Interpreter Curriculum*, with its focus on competencies required for successful Deaf interpreter practice, must be led by qualified Deaf individuals who have first-hand knowledge and experience in the challenges, frustrations, and issues faced by aspiring, working, and experienced Deaf interpreters.

In addition to being active as Deaf interpreters, trainers must have:

- Native fluency in American Sign Language
- Comprehensive knowledge of Deaf culture and ongoing exposure to the Deaf and DeafBlind communities
- Extensive knowledge and skills in Deaf interpreter practice
- Ability to translate written English contents into ASL
- National or state credentials
- 500+ hours of interpreting experience within the past five years
- Five+ years of academic or community-based teaching experience
- Bachelor's degree or higher

Teaching Environment

Each module in the *NCIEC Deaf Interpreter Curriculum* is applicable for use in one-on-one or group settings. Required materials and equipment, in addition to the curriculum, include:

- Laptop or computer
- Flash drive
- Internet access
- LCD projector
- DVD player
- Video camera and tripod
- Written (hard copy) and electronic materials
- Flipchart easel/s, paper pads, and markers
- Supplemental materials at trainer’s discretion



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Language & Content

The *NCIEC Deaf Interpreter Curriculum* addresses, with each sequential module, complex topics of relevance to Deaf interpreter practice. Hands-on activities, including role-play, case studies, small-group exercises, individual assignments, and so forth, are designed with the intent of providing trainers a variety of options for participant engagement. Trainers may contract or expand on activities to suit the available timeframe of the training program.

In general, the modules are conceived for implementation in classes of Deaf interpreters-in-training. However, portions of the content, particularly on Deaf interpreter/hearing interpreter (DI/HI) teamwork, may best be addressed in mixed groups with the inclusion of **advanced** hearing interpreting students.

Given the dearth of training materials for Deaf interpreter education, trainers are asked to obtain the permission of participants to record some activities for future curriculum expansion and sharing with other *NCIEC Deaf Interpreter Curriculum* trainers. The next section of this curriculum includes a NCIEC Release Form. Trainers are expected to share new or modified material and completed release forms with the NCIEC in a timely manner.

The curriculum contains hyperlinks to print and video material for use in instruction. Additional video material is available in DVD format. Trainers are also encouraged to make substantial use of the resources listed in the Curriculum, especially the following:

- *NCIEC Deaf Interpreter Institute Annotated Bibliography*
- *NCIEC Deaf Interpreters at Work: Mock Trial*
- *NCIEC Deaf Interpreting: Team Strategies*



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- *NCIEC Deaf Interpreting: Team Strategies for Working in a Mental Health Setting*
- *NCIEC Examples of a Deaf Interpreter's Work*
- *NCIEC Interpreting in Vocational Rehabilitation Settings*
- *NCIEC Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*
- *NCIEC Teaching Modules for the Classroom: DeafBlind Interpreting, Deaf/Hearing Interpreter Teams and Faces of the Deaf Consumer*

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