RISA SHAW, STEVEN D. COLLINS, AND MELANIE METZGER

MA to BA:
A Quest for Distinguishing Between Undergraduate and Graduate Interpreter Education, Bachelor of Arts in Interpretation Curriculum at Gallaudet University

In the fall of 2003, the interpretation faculty at Gallaudet University had the opportunity to conceive and design a new bachelor’s degree program in interpretation where none had existed before.1 The university already offered a master’s in interpretation from a program that had been in place since 1988.2 Therefore, the questions foremost in our minds were twofold: How might graduate and undergraduate education in the field of interpretation differ, and what type of undergraduate program would we want to offer since we were starting from scratch? There were no other institutions at the time (and still none to this date) that offered both degrees. These two questions guided much of the design of Gallaudet’s BA degree program, which welcomed its first students in the fall of 2005.

The creation of this degree was done in consultation with colleagues from across the United States and Canada. We had the great fortune to have input from, and numerous discussions with, many experts in our field. In a variety of configurations and over a num-

1. At that time, the faculty in the Department of Interpretation consisted of Dr. Valerie L. Dively, Dr. Melanie Metzger, Dr. Steven D. Collins, Ms. Risa Shaw, and Dr. Cynthia Roy. Currently the department has two additional faculty: Ms. Debbie Peterson and Ms. Mary Thumann.
2. Previous to this, Gallaudet University offered an AA degree from 1978 to 1988.
number of months, we debated philosophical stances in interpreter education, essential topics in our field, innovative approaches to teaching interpretation, and the various ways in which students of interpretation could benefit from the option of studying their chosen field at both the undergraduate and graduate levels; even more, we dreamed about the possibilities. The faculty in the Department of Interpretation is forever grateful to each person who participated in those conversations, including Dr. Elizabeth Winston and the Department of Education Grant for Interpreter Education (Grant #1H160C030001) for funding a think tank meeting that assisted in bringing many of these people together for face-to-face discussions. These exciting collaborations helped define and shape our thinking and design of the actual curriculum.

**Designing the Program**

**The Pedagogical Approach that Undergirds the Curriculum and Trends in the Field**

Interpreting is itself a skill that must be developed in addition to a person’s existing high-level skills in two languages. Gile (1988, 365) states, “All authors agree that interpretation requires an excellent knowledge of the working languages, much beyond fluency.” Programs in spoken language conference interpreting usually accept bilingual individuals and therefore do not need to focus on the acquisition of language skills per se. Although the demographics of the Deaf and hard of hearing population in the United States do not permit such strict requirements for training in signed language interpretation, it is unreasonable for us to expect students to learn both rudimentary language skills and interpreting skills at the same time. The mastery of basic skills in interpreting will always depend ultimately on an individual’s foundation of solid linguistic skills and cultural adeptness. American Sign Language (ASL) is now taught

in numerous high schools, colleges, and universities, and it is available in some institutions as a major or concentration. This trend is creating a pool of more experienced ASL users.

The pedagogy of teaching has been under continuous examination by educators in sign language interpreting, as well as those in related fields, for many years now. In the 1980s, there came an increasing demand to provide broad-based, liberal arts training, rather than narrow training in the skills associated with interpreting only (Coughlin 1990; Kurz 1988). Concurrently, it had become increasingly apparent that the level of training and education typically provided to signed language interpreters at the AA/AS level was not adequate to meet the complex demands of the task or the current workplace. See Anderson’s (1989) *Identifying Standards for the Training of Interpreters for Deaf People* and Patrie’s (1994) *The Readiness to Work Gap* for a discussion of standards. This demand led in part to the beginnings of the development of interpretation studies as a field in its own right. These developments continue to promote the examination of pedagogical strategies for educating interpreters, which in turn, has led to the emergence of ever-evolving new ideas about how interpreting might be better taught and evaluated (Conference of Interpreter Trainers 1984, 1998, and 2000; Roy 2000 and 2005).

Consumers, too, have become more sophisticated in their work with interpreters and in their demands for more qualified interpreters. Today, due to the Vocational Rehabilitation Act of 1965, the Rehabilitation Act of 1973 (with its 1978 amendments), and the 1990 Americans With Disabilities Act, Deaf and hard of hearing people attend postsecondary institutions in greater numbers, requiring the use of interpreters who must have the education and skills necessary to understand and interpret advanced, college-level material (Forestal 2005).

Finally, it is clear that the traditional pedagogical approach to interpreter education has not been successful. For many years, interpreting was taught by means of demonstrations followed by attempts at successive approximations of the modeled behaviors. We now understand more about the cognitive processes involved in interpreting and are better able to sequence activities and tasks that

---

3. This section of the chapter relies heavily on, and draws language from, the Gallaudet BA curriculum proposal, 2004, authored by M. Metzger et al., and the Gallaudet MA curriculum proposal, 1988, authored by R. E. Johnson and C. Roy, et al.
teach interpreting skills gradually and developmentally rather than suddenly and holistically. Further, while this approach has begun to be replaced with a pedagogy based on an integrated, sequenced, task-based approach to teaching interpreting, research suggests that the current undergraduate interpreter curriculum is not providing an education that matches the skills and knowledge needed by new graduates entering the field (Cokely 2005).

Many signed language interpretation programs have approached teaching from a spoken-language, conference-interpreting model. These programs traditionally focus on teaching technical skills in sequence with simultaneous interpretation as the ultimate goal. That sequence is concerned with reducing the amount of time between the source message and the interpretation, thus first teaching translation skills, then consecutive skills, and finally simultaneous interpreting skills. This is an appropriate goal for conference interpreters, as they transfer a message (primarily) in a unilateral direction and with the expectation that it will be done in a simultaneous mode. However, this is but one type of interpreting that many interpreters are called upon to provide, regardless of whether they are working with spoken or signed languages, and, this model still does not take into account the interaction and context in which the message and conference are taking place.

Much interpretation occurs in nonconference situations, in which the communication takes place in interactive encounters in a variety of settings (e.g., education, government and businesses, medical, mental health and legal, etc.). In interactive situations, the goal is not to transfer a message in a (primarily) unilateral direction, but to interpret messages within an immediate interactive communication event which has two or more participants. Interpreters in these settings have a choice whether to interpret in a consecutive or simultaneous manner, and often use a combination of the two in any given situation. Therefore, a model of teaching where translation and consecutive skills are stepping stones to simultaneous skills does not serve the educational needs for teaching interpretation in interactive situations. Furthermore, it does not legitimize the use of translation and consecutive interpretation as equally valid, and often more effective, modes available to a skilled interpreter, because these skills become viewed as transitional tools, not as a part of a professional’s full palette.

Additionally in recent years, the demand for Deaf interpreters (DIs) has been increasing (Boudreauault 2005). DIs work in a variety of positions, interpreting for Deaf-Blind people in all types of situations and serving as relay interpreters in education, medical, mental health, legal, and other interactive settings, as well as at conferences and other formal presentations. DIs also work as translators in increasing numbers, translating works to and from videotape and written English, as well as for theater performances. They also interpret between two signed languages. Gallaudet University is uniquely placed to attract and educate these DIs.

Recognizing that a conference model might not be best serving students in our field, and following Cokely’s (2005) investigation of where new graduates are placed, we surveyed agencies and professionals and spoke with colleagues about the types of jobs that interpreters (Deaf and non-Deaf) tend to work when they are beginning their careers. We confirmed our suspicions that interpreting one-on-one and small group interactions in education, government and businesses, medical, mental health, and legal settings are among the most common interpreting assignments for new graduates and newly hired interpreters.

After many hours of conversations, looking at programs and curricula that were being taught, and discussing what worked and what did not work well, we selected an approach centered on the interactive interpreting skills development in five settings (education, government and businesses, medical, mental health, and legal) as best suited to preparing our undergraduate interpreting students for entering the field upon graduation. We use a discourse-based approach to interpreter education that incorporates the principles of face-to-face interaction and the analysis of talk applied to the study of interpreting in these five settings. The courses of study in this program are sequenced to teach the basic principles of discourse analysis, cognitive processing, culture, and communication while also providing the background knowledge in each of these five core
areas, and to prepare students with translation, consecutive interpretation, and simultaneous interpretation skills for interaction in each of these areas. In addition, we include an innovative approach to observation and practicum by having students observe discourse and interaction in these settings in each language separately and then with settings being interpreted.

Deaf Interpreter Education at Gallaudet University

Gallaudet University has long seemed to many people an environment ripe for a four-year undergraduate program in ASL/English interpretation. This certainly would be the case for Deaf and hard of hearing students wanting to study interpretation. Boudreauult (2005) discusses the two main types of work for DI's: working with two languages (e.g., Langue des Signes Québécoise and ASL) and working within one language (e.g., a relay team with a non-Deaf interpreter where the DI uses mirroring and international sign). Any and all of these situations can also include Deaf-Blind interpreting.

Some people question the job market possibilities for DI's. While this is a concern, it has long been held in the field of interpretation that the best performance is yielded when interpreters work into their native language (Seleskovitch 1978). For this reason, from the standpoint of quality of services, it is quite natural to expect that the work of DI's working in their primary language (L1) will be more effective than non-Deaf interpreters working in their L2, or second language (when ASL is their L2). (Boudreauult 2005). In recent years, there has been increased application of Deaf and non-Deaf relay interpretation in the field, particularly in legal, medical, and mental health situations. In Philadelphia, Pennsylvania, a relay team of Deaf and non-Deaf interpreters is required for many legal, medical, mental health, and emergency interpreting assignments (Sullivan 2005). Agencies and court systems are often very responsive to this approach, perhaps because it is customary in the field of spoken language interpretation, or perhaps because Deaf and non-Deaf interpreters are increasingly making the request (Sullivan 2005). Although the demand appears to be increasing, educational opportunities for DI's are scarce. Thus, an undergraduate program at Gallaudet University tailored to the unique aspects of the work of DI's is timely. In addition to job prospects, educating Deaf people about the interpreting process affords them more understanding and therefore more control of the work that they do with interpreters as consumers (Boudreauult, 2005).

Non-Deaf Interpreter Education at Gallaudet University

An undergraduate program provides the non-Deaf interpreting students a longer and more varied experience, living and attending school at a deaf institution, which is to their benefit in acquiring true mastery of the language and a depth of cultural understanding. We anticipate that the time and level of involvement required by the BA program will be such that these non-Deaf students are acculturated to a greater extent than is possible in two-year programs, regardless of the degree they obtain.

An Overview of the Program

The bachelor of arts degree in interpretation is a program of study in interpretation and translation with an emphasis on English and ASL, Deaf-Blind, and relay interpretation for Deaf, hard of hearing, and non-Deaf interpreters. Students receive an introductory theoretical grounding in sociolinguistics, language, culture, communication, and interpreting theory, along with a task-based sequence of the requisite skills, techniques, and strategies for successful translation, consecutive interpreting, and simultaneous interpreting. Each of these is considered valid and legitimate modes in which to operate. Within each, there is emphasis on Deaf-Blind and relay interpretation for both Deaf and non-Deaf students.

The approach to interpreter education we have adopted is a discourse- and task analysis-based approach to the study of interactive interpretation in five settings: education, government and businesses, medical, mental health, and legal. This approach adopts a concept proposed by a number of educators in recent
years (Winston and Monikowski 2000; Metzger 2000; Roy 2000). Cokely (2005) proposed grounding the teaching of interpreting skills towards a focus on postgraduation job placement. He describes the breakdown of courses into four distinct interactive genres: Interpreting Inquiry Interactions, Interpreting Expository Interactions, Interpreting Narrative Interactions, and Interpreting Persuasive Interactions (Cokely 2005). He also describes the impact of this shift on pedagogical practice. For example, the design and use of source materials throughout courses will change as a result of the shift to a discourse-based approach to teaching interpretation.

In our BA program at Gallaudet, we have adopted a slightly different approach within a discourse-based curriculum design. The first semester provides the foundation for subsequent courses; so it includes a course in interactive discourse analysis. In this introductory course, students are exposed to foundational information regarding interactive discourse structure and features of interaction (such as adjacency pairs, turn-taking, etc.). Subsequently, in the five setting-specific courses, students study aspects of interactive discourse unique to each setting. For example, in many business interactions, interlocutors use two-part adjacency pairs in the form of questions and answers. In educational discourse, however, a three-part adjacency pair is common, with the question-answer-evaluation format (e.g., Cazden 1988). This is one small example of a difference in discourse features that students examine in setting-specific courses. Students also work with source materials that highlight task (translation, consecutive interpretation, and simultaneous interpretation), form, or genre (expository, narrative, persuasive, etc.). These courses are preceded by one or more content-based prerequisites to prepare students for both comprehension and setting-specific language use (e.g., students must take anatomy and physiology prior to the medical interpreting course).

In this manner, the courses of study in this program are sequenced to teach the basic principles of language, culture, and communication while also establishing background knowledge in each of these five core areas, and then to prepare students with translation, consecutive interpretation, and simultaneous interactive interpretation skills in each of these five areas, sequencing the courses to build skills developmentally throughout the program of study. Students will participate in field observation courses in which students observe and analyze ASL-/Deaf-only situations, English-/non-Deaf-only situations, and interpreted situations in each of the five core areas.

Eligibility for the BA degree in interpretation requires that students already possess fluency in ASL and English. To this end, all potential students submit an application to the Interpretation Department that includes introductions of themselves in each language, summary exercises, and shadowing exercises in each language. Those who are then eligible for face-to-face interviews are invited for further screening. They go through two separate interviews in which their ASL and English (written English, contact signing, and/or spoken English) proficiency is assessed. As a part of the screening, they are given text analysis exercises that they then discuss during the interviews.

Once accepted, students are urged to meet with an advisor in the Department of Interpretation in order to receive feedback on which courses to take. The degree requires a minimum of 130 credits to graduate. In addition to the setting and discourse courses, the degree consists of general studies required of all undergraduate students, a set of language- and culture-related courses, a set of courses that provide a foundation of background knowledge to the interpreting field, observation and skills/settings courses (which fall into five core areas of practice), and a set of interpreting courses that are required of majors. This wide berth of education in settings and topics seems to be the best solution to preparing undergraduates for entry-level positions upon graduation.

4. The application to the Department of Interpretation is subsequent to the application and acceptance to the university.
5. Contact signing is the term Lucas and Valli (1992) use to more accurately describe what was once known as Pidgin Sign Language (PSL).
Distinctions between the BA and MA in Interpretation Degrees

During the curriculum development process, one question overshadowed all others: What are the differences between the undergraduate and graduate courses of study? The major differences between the two Gallaudet University programs can be outlined as follows:

**BA in Interpretation**

1. Students will have exposure to theory and theoretical issues, primarily in order to discuss their work. This is more of a passive exposure to theory than that in the MA in interpretation program.
2. Students will learn about, analyze, and interpret interactive situations in five settings: education, business and government, medical, mental health, and legal.
3. Students will be prepared for each of these areas through required introductory courses in their general education requirements.
4. The complexity of reading materials and interactive texts for interpreting will be at a bachelor's level.
5. Students will exit with the ability to interpret in interactive situations of a nonimmediate, noncritical nature.
6. Students will have an internship. They will work primarily with one Deaf person who operates in Deaf and non-Deaf situations on a regular basis. This will allow the students to begin by observing professional interpreters, and later to work with those interpreters in interactive situations.

**MA in Interpretation**

1. Students will have exposure to theory and theoretical issues in order to discuss their work, to build a knowledge base of theory and contemporaneous theoretical issues, and to be able to apply knowledge of theories and theorists, as well as demonstrate:
   a. The ability to compare and contrast theories, models, and approaches of interpretation;
   b. The ability to apply these theories to their own interpretations; and
   c. The ability to articulate, in ASL, spoken English, contact signing, or written English, the relationship between theory and practice in interpretation.
2. Students will learn about, analyze, and interpret both interactive and conference/lecture-type situations in five settings: education, business and government, medical, mental health, and legal.
3. The reading materials and texts for interpreting will be more complex, at graduate level, and include both interactive and conference/lecture situations.
4. Students will exit with entry-level interpreting abilities in a variety of settings (more advanced and complex texts and settings) in both interactive and conference/lecture situations.
5. Students will become critical consumers of research in the field of interpretation.
6. Students will produce research that is ready for publication.
7. Students will contribute to the field in a scholarly fashion.

As can be seen above, Gallaudet’s undergraduate and graduate interpretation programs differ in at least three ways. First, there is a difference with regard to the depth of study; for example, the level of understanding regarding theoretical issues and relevant research, and the complexity of reading materials provided to the students. Graduate students may read original dissertations, for example, where undergraduates might not.

A second difference is the exposure to and experience with original research. Whereas graduate students of interpretation are prepared to be consumers and producers of original interpreting research, undergraduate students have a lighter exposure to both. Undergrads are still exposed to research, but only slightly, compared with graduate students who are steeped in research throughout much of their program. Graduate students are also prepared, unlike their undergraduate counterparts, to publish within the field.

Finally, undergraduate students are prepared for the interactive settings in which our surveys and Cokely’s work (2005) suggest they will be placed after they graduate. Graduate students are exposed to both the dialogue in interaction and the discourse found
in conferences and lectures. While students from both programs are provided with source materials from all five core areas, graduate students will work with more complex and technical material. The hope is that, while the undergraduate program prepares students to enter the field, the students who graduate from the MA program will not only be ready for typical entry-level placements, but also for a variety of other assignments that meet the needs of the growing number of ever more highly educated Deaf and hard of hearing professionals (Forestal 2005).

These distinctions between the undergraduate and graduate study of interpretation at Gallaudet University allow for meeting the needs of a variety of students. For example, students from outside the department could enter either program as preparation to work in the field. At the same time, undergraduate students can either enter the workforce or, should they choose to stay, remain at Gallaudet to obtain a graduate degree in the field as well.

The BA Curriculum

The program outlined consists of a comprehensive and integrated study plan designed to enable students to acquire the basic knowledge as well as the mastery levels needed to consistently and successfully work as an interpreter in real-life activities. The program is composed of three subcomponents: (1) general studies, (2) intensive ASL and Deaf studies, and (3) interpretation studies.

General Studies Courses

Candidates for graduation with a degree of bachelor of arts must fulfill the requirements of general studies. Students will be required to maintain a cumulative degree average of 2.75 or better in courses required for the BA in interpretation major.

Intensive ASL and Deaf Studies

First, the program requires advanced ASL and Deaf studies courses. Learning a language well requires serious study and practice over a number of years. Our requirement that entering students must have achieved proficiency dictates that they will already have invested a substantial amount of time in learning ASL. We also require demonstrations of English fluency at a level that predicts success in dealing with undergraduate-level writing and course work. In addition to their formal training, students in the program will have almost continuous interaction with Deaf, hard of hearing, and non-Deaf signers in their everyday activities at Gallaudet. They are required to take several ASL courses, as core courses in the program, from the Department of ASL and Deaf Studies. Additionally, students are encouraged to take an advanced ASL and Deaf studies courses and/or ASL courses and modules at the Center of ASL Literacy during their first semester in the program. Students also take general studies courses at Gallaudet that are conducted in ASL and designed primarily for deaf students.

Interpretation Courses

Students take a core program in interpretation that includes the following:

1. An introduction to the field, discourse analysis, and the cognitive processing skills that need to be in place before cross-linguistic translation can occur.
2. General knowledge of the five workplace settings: education, business and government, medical, mental health, and legal.
3. A task-based sequence of the requisite skills and techniques required in five interpreting settings: education, business and government, medical, mental health, and legal. The setting is unique in each course, but the interpreting process portion of these courses builds sequentially and developmentally.
4. Extensive field observations of noninterpreted and interpreted interaction in the five settings.
5. Internship, which includes apprenticeship with Deaf people and certified interpreters with mentorship training and skills.
6. A senior seminar course, which includes a required written Registry of the Deaf/National Association of the Deaf examination,
a professional interpreting portfolio, a paper on a topic related to interpretation that demonstrates what the student has learned in the program, and an ASL presentation of the paper.

<table>
<thead>
<tr>
<th>Core Prerequisites</th>
<th>Interpreting Skills Courses</th>
<th>Field Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Criminal Justice System</td>
<td>Interpreting Interaction: Legal</td>
<td>Field Observations I: Legal</td>
</tr>
<tr>
<td>Management and Organizational Behaviors</td>
<td>Interpreting Interaction: Business and Government</td>
<td>Field Observations II: Business and Government and Education</td>
</tr>
<tr>
<td>Introduction to Education and Teaching</td>
<td>Interpreting Interaction: Education</td>
<td>Field Observations III: Medical and Mental Health</td>
</tr>
<tr>
<td>Human Anatomy and Physiology for Human Service Majors</td>
<td>Interpreting Interaction: Medical</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>Interpreting Interaction: Mental Health</td>
<td></td>
</tr>
</tbody>
</table>

Field Observation and Internship Requirements

Students are required to take three field observation courses and one internship course. The placements for these courses will be facilitated by the department’s technical and fieldwork supervisor as well as by the instructor for the course. Field observations and internships will be coordinated in conjunction with on- and off-campus agencies and organizations as collaboration is established. For the internship requirement, students will be placed with Deaf professionals at their worksite in conjunction with practicing professional interpreters. See Appendix for specific classes.

MA to BA

The Future

Creating this curriculum has been both an exciting and a tremendously educational experience. We began with several questions in mind, and we embark upon educating the first group entering the program with more questions. While we began with clear questions and have attempted to answer them with input from interpreter educators, agencies, colleagues, and, of course, students, we are well aware that at the time of this writing, what we have created is in actuality a proposed curriculum. The first group of undergraduate students entered the program in the fall of 2005, at which time the field-testing of this curriculum could begin. Field-testing and redesign as needed are expected throughout the next several years, and these activities are considered to be part of the curriculum process.

Possible Program Adjustments

We are currently revising our graduate curriculum to reflect the current trends in the field of interpreter education. One of the current questions we are addressing is how to offer a one-year master’s-level degree for those who have successfully completed an undergraduate degree in interpretation in order to allow students continued and serious study. This would potentially allow students to obtain both degrees with five years of study. Possibly, with a five-year combined program, there would be a one-year postgraduation residency requirement in which graduate interpreting students work full time for full pay, but are overseen by the combination of a professional mentor and the program faculty. Students in previous years have indicated a desire for greater continuity between graduate study and professional employment, much like the way in which medical students cross the bridge between academic study and practical application.
Curriculum Development: An Ongoing Process

As described earlier in the chapter, the design of this curriculum has been hugely impacted from the start by input from numerous individuals in the United States and Canada. We see this collaboration as an ongoing process. For example, in the fall of 2004, we held a town hall meeting for the community, which included current students, prospective students, consumers, professional interpreters, and other educators. We described our curriculum proposals and sought input with questions such as: What are we missing? What would you dream of having? How might you be involved? How do you envision the community being involved?

As we revise the MA curriculum, we will continue to dialogue with colleagues and the rest of the community. As we move through the beginning stages of the new undergraduate degree, we will continue to examine a wide variety of issues, including:

• **Transfer students.** Several AA or AAS programs have already been in touch with us with the hope of creating a “2+2” link between their programs and our new BA in interpretation. This is a wonderful prospect. At the moment, transfer students are handled on a case-by-case basis. For example, if a student has taken Psychology 101 at another institution, how does that course compare with the one offered at Gallaudet in terms of both content and language of instruction? How does this impact the experience and preparation of the student? These are questions to be addressed with the ever-present goal of making transfers simple and effective.

• **HUGS (Hearing Undergraduate Students).** Gallaudet allows a limited number of non-Deaf undergraduate students to matriculate each academic year. As we see how many deaf, hard of hearing, and non-Deaf undergraduate students are interested in the program, the department will continue to work with the university to make the program available while preserving the atmosphere that makes Gallaudet unique.

• **Additional degree options.** While Gallaudet now offers both a bachelor of arts and a master of arts degree in interpretation, feedback resulting from the process described here indicates that the community has a desire for other degree programs as well. For example, in the future, the Department of Interpretation might offer a doctoral program in interpretation with concentrations in teaching or in research, additional master of arts programs with a variety of possible concentrations, and certainly certificate programs in areas of specialization.

In summary, the Department of Interpretation has developed an undergraduate curriculum that is designed to accomplish a variety of factors. The undergraduate degree is intended to serve Deaf as well as non-Deaf interpreting students; to adhere to a more discourse-based pedagogy; to prepare students for entry into a reality-based version of entry-level work; to expand the notion of translation, CI, and SI tasks so that they can be both developmental tools and skills for practicing professionals; to provide students with the schema to work in the wide variety of settings in which they are placed upon graduation; and to provide the opportunity for advanced study in the field upon graduation. Most importantly, while we have come a long way in the process of designing the undergraduate component to our department that previously offered only the graduate degree, we see the process as ongoing.

We are both delighted and humbled by the fact that Gallaudet currently is the only institution that offers both a BA and an MA in interpretation, and we welcome the learning opportunity this presents to us as practicing interpreters, interpreting scholars, and interpreter educators, as well as to, we hope, the communities in which we work. We look forward to future interaction with colleagues and students as we continue to explore the central questions raised in the fall of 2003.

References


APPENDIX A

Program Curriculum

For continuation in the BA in interpretation program, a student must maintain a B or higher in interpretation courses.

Required Pre-Major Courses (30 hours)

DST 101 Introduction to Deaf Studies (3)*
BIO 101 Introduction to Biology I (3)*
BIO 102 Introduction to Biology II (3)*
BIO 103 Introduction to Biology Laboratory I (1)*
BIO 104 Introduction to Biology Laboratory II (1)*
PSY 201 Introduction to Psychology (3)*
SOC 250 Introduction to Criminal Justice System (3)*
EDU 250 Introduction to Education and Teaching (3)
COM 290 Public Speaking (3)*
BIO 233 Human Anatomy and Physiology for Human Service Majors (4)
BUS 352 Management and Organizational Behavior (3)

* Seventeen hours, including either PSY 201 or SOC 250, count toward the general studies requirements.

Required Major Courses (39 hours)

INT 101 Introduction to Interpreting (3)
INT 223 Interactive Discourse Analysis (3)
INT 325 Text Analysis and Cognitive Processing (3)
INT 342 Interpreting Interaction: Legal (3)
INT 346 Field Observations I: Legal (3)
INT 443 Interpreting Interaction: Education (3)
INT 453 Interpreting Interaction: Business-Government (3)
INT 455 Field Observations II: Business-Government & Education (3)
INT 462 Interpreting Interaction: Medical (3)
INT 464 Interpreting Interaction: Mental Health (3)
INT 466 Field Observations III: Medical & Mental Health (3)
INT 482 Internship (3)
INT 494 Senior Seminar (3)

MA TO BA

Required Related Courses (18 hours)

ASL 301 ASL and English: Comparative Analysis (3)
LIN 263 Introduction to the Structure of American Sign Language (3)
DST 305 Deaf Culture (3)
DST 311 Dynamics of Oppression (3)
ASL 303 Classifiers: Theory and Applications (3)
COM 340 Business and Professional Communication (3)

Summary of requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General studies courses</td>
<td>60</td>
</tr>
<tr>
<td>Additional pre-major courses</td>
<td>13</td>
</tr>
<tr>
<td>Major and related courses</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
</tr>
</tbody>
</table>
Cynthia B. Roy, Editor

New Approaches to Interpreter Education

Gallaudet University Press
Washington, D.C.
CONTENTS

Foreword

DAVID B. SAWYER vii

Contributors

xvii

MA to BA: A Quest for Distinguishing Between Undergraduate and Graduate Interpreter Education, Bachelor of Arts in Interpretation Curriculum at Gallaudet University

RISA SHAW, STEVEN D. COLLINS, AND MELANIE METZGER 1

Designing Curriculum for Healthcare Interpreting Education: A Principles Approach

CLAUDIA V. ANGELELLI 23

Researching Curriculum Innovation in Interpreter Education: The Case of Initial Training for Novice Interpreters in Languages of Limited Diffusion

HELEN SLATYER 47

Educating Signed Language Interpreters in Australia: A Blended Approach

JEMINA NAPIER 67
DAVID B. SAWYER

Foreword

NEW APPROACHES TO INTERPRETER EDUCATION, the third volume of the Interpreter Education Series, captures a broad range of topics and themes representing areas of innovation in the teaching of interpreting. Much of the writing on interpreter education, one of the main strands of interpreting studies (IS) research, has centered on the micro-level of teaching methodology, as did volumes one and two in this series, with the notable exception of Cokely (2005). Recently, this discussion of classroom strategies has been increasingly complemented by innovation in research on the macro level of program curricula. This volume reflects this trend.

This collection also brings together contributions from both the sign and spoken language interpreting communities and from a variety of professional and instructional settings that reflect differing requirements—graduate, undergraduate, and certificate programs in the United States and Australia; community and healthcare interpreting; blended programs that combine classroom instruction with distance learning; introductory training in languages of limited diffusion; and the development and use of instructional materials (videos) and techniques (discourse-based instruction). By representing a diverse range of current trends and interests in interpreter education, the collection thus contributes to exchange across different paradigms and professional domains which, as Pöchhacker remarks in the foreword to volume two of the series (available at http://gupress.gallaudet.edu/excerpts/ATSLIforeword.html), adds momentum to the development of interpreter education in general.

Dr. David B. Sawyer is a Diplomatic Interpreter and Translator with the Bureau of Administration’s Office of Language Services at the U.S. Department of State. The views and opinions expressed are those of the author and do not necessarily represent those of the U.S. Government or the U.S. Department of State.