

# INTERPRETING

St. Catherine's American Sign Language and Interpreting Department offers programs at both the graduate and undergraduate levels.

## Philosophy and Values

The faculty and staff of the ASL and Interpreting Department believe -

- Language and communication are at the heart of the human experience.
- American Sign Language and English are dynamic languages that serve as vehicles for communicating the values, beliefs and world-views of diverse populations.
- Students must be self-motivated, linguistically and culturally competent, and committed to life-long learning.
- The Deaf Community and interpreter practitioners are an integral part of program development and student-learning.

To that end, we are committed to –

- Utilizing holistic, innovative, learning-centered approaches that connect theory with application.
- Establishing safe, engaging and challenging learning environments.
- Supporting our students with academic advising.
- Engaging in research and ongoing professional development to stay current in and make contributions to the fields of ASL instruction, interpreting and interpreter education

## Master's Degree

- Master of Arts in Interpreting Studies and Communication Equity (<http://catalog.stkate.edu/graduate/humanities-arts-sciences/asl-interp/maisce>)

### INTP 5100 Conflict Theory and Dispute Resolution – 3 credits

Students will be introduced to theories of conflict and will explore various conflict styles. Students will discuss issues of justice in or related to the field of interpreting and how those issues may be addressed through a conflict resolution lens. Students will learn various conflict resolution strategies and practice applying those strategies to a case study of their choosing.

**Prerequisite:** Admission to MAISCE program.

### INTP 5200 Language Policy within Social and Political Structures – 3 credits

This course explores social structures and how some structures can be tied to inequality or promote equality. Major types of international political structures are discussed. The social and political ramifications of inequality in communication are explored in the context of deepening an understanding of types of political structures. The social ramifications and consequences of linguistic inequality are addressed. Language of economy is addressed. A strong emphasis is placed on exploring the role of ethics in social structure and politics. A course project will involve exploring language policy as it relates to providing access to interpretation services.

**Prerequisite:** INTP 5100.

### INTP 5250 Language and Power – 3 credits

This course provides an in depth analysis of how language affects status and belonging in society. These topics are embedded in the notion of diversity and multiculturalism. Variables such as gender, ethnicity, race, age, and religion are explored. The ways in which dominant language affects opportunity will be highlighted. Students will work in teams to explore the ethics of language and power as they relate to access to information through interpreted messages and be encouraged to determine ways in which effective, socially responsible leaders use this awareness to guide decisions.

**Prerequisite:** INTP 5100.

### INTP 5300 Multiculturalism and Interpreting – 3 credits

Interpreters who are leaders in policymaking and administration must be aware of the impact and effect of multiculturalism in society and on interpretation. Topics include cultural and sociolinguistic aspects of multiculturalism and political ramification of language use in society. Ethical issues related to interpretation and multiculturalism are explored. Emphasis will be placed on how linguistically challenged or disadvantaged members of society are further disadvantaged by lack of access to communication and how this phenomenon can vary across cultures. Readings and reflection about individual, social, and political aspects of interpretation, including social justice, communication equity, power and privilege, are included.

**Prerequisite:** INTP 5100.

### INTP 5350 Ethics and Socially Responsible Leadership – 3 credits

This course fosters personal and socially responsible development as an ethical, effective and enduring leader. This objective is met by cultivating students' critical decision-making and character strengths as they relate to leadership. Through readings and reflection about individual, social, and political aspects of interpretation, including social justice, communication equity, power and privilege, students will broaden their understanding of these interrelated topics. Frameworks of effective and ineffective leadership will be presented and discussed. Students will examine existing leadership structures within the profession of interpreting and will work in teams to develop approaches to being effective change agents within the interpreting profession and, if applicable, their place of employment.

**Prerequisite:** INTP 5100.

### INTP 6000 Intensive Healthcare Interpreting – 2 credits

This course will offer application of anatomy and physiology in American Sign Language, with an emphasis on classifiers and specialized terminology used in medical settings. Ethical and legal considerations for interpreting in these settings will be addressed, along with interpreting skills needed for effective practice. The class will consist of both an on-site and an online component. It will be interactive and hands-on, with sufficient time for practice and constructive feedback in a positive and supportive learning environment. The online component will focus on readings, discussion, video assignments, and preparation activities for effectively and efficiently working in a healthcare setting.

**Prerequisite:** INTP 5100.

**INTP 6100 Research Methods in Interpretation – 3 credits**

Students will be introduced to characteristics of qualitative, quantitative and action research. They will discuss the possible effects of research on social change and the ways in which research is conducted in the field of spoken and signed language interpretation. Students will learn how to design and evaluate research in interpreting. Finally, they will have the opportunity to explore their own research questions and the effects of using differing research methods on their topic and question. Students are instructed about research ethics involved in social science research. Informed Consent and other requirements of the Institutional Review Board (IRB) process for research approval are covered. Students are mentored through topic investigation, problem identification, research design, and literature review. The goal of the course is for students to become critical consumers of research applicable to the interpreting profession. This course measures mastery of written English competency, academic use of ASL, logical concept development, critical analysis of the literature, and cohesion in writing.

**Prerequisite:** INTP 6150.

**INTP 6150 Analyzing Language and Interpretation – 3 credits**

Students will acquire advanced analytic skills regarding the structures of their language pairs (phonology, morphology, lexical, syntax, and semantics) and language use (discourse, pragmatics, sociolinguistic). This course presents several contemporary models of interpretation and approaches to analyzing interpretations. Topics include peer- and self-analysis of interpretation performance. Students will analyze their own interpreting performance and conduct a presentation explaining the challenges and benefits of self-analysis.

**Prerequisite:** INTP 5100.

**INTP 6200 Critical Inquiry: Thesis or Action Research Project Development – 3 credits**

During this semester, students will begin their research project. In terms of the six stages of action research - analysis, fact-finding, conceptualization, planning, implementation of action, and evaluation, students will focus on the first four stages. Through each of the stages, student work will be critiqued before moving to the next step. Students will be given the opportunity to revise and improve on each of the previous stages before moving on. Research proposal writing is an integral part of this course.

**Prerequisite:** INTP 6100.

**INTP 6250 Leadership in Healthcare – 3 credits**

Equity in healthcare for Deaf, DeafBlind and Hard of Hearing people may be compromised when there are barriers to communication such as little or no access to appropriate communication aids, including timely and competent interpreting services. These disparities are also compounded by issues of race, culture, class, socioeconomic status, gender identity and language inequality. In this course, students will explore and unpack the meaning of equity in the context of medical and mental healthcare. They will apply their learning to the disparities that exist in other American systems - education, employment, government, etc. After developing a strong foundation in principles and practices of healthcare interpreting, students will develop a working model using equity- focused planning strategies that are sustainable and provide access to equitable care.

**Prerequisite:** INTP 5350.

**INTP 6300 Seminar: Action Project/Thesis Development – 3 credits**

This course focuses on the implementation of the research study and evaluation of the findings. Students will discuss ways in which research findings may be applied to socially relevant issues as discussed in the MAISCE. During this course, students will present their findings in formal presentations and provide peer critique and analysis of the following: data are used appropriately, presented clearly to substantiate the issue, and will identify the existence and scope of the issue, the issue as defined has a significant and direct relationship to the interpreting profession and is appropriate for implementation. The resulting research will be submitted to a scholarly publication related to the field of interpretation for possible publication.

**Prerequisite:** INTP 6200.

**INTP 6350 Being Agents of Change – 3 credits**

Equity for deaf people is compromised when there are barriers to communication. These disparities are compounded by the axes of identity upon which we reside that includes but is not limited to gender, race, ethnicity, religion, class, sexuality, and language modality. The premise of disability justice believes communication and disability equity is not possible without addressing the intertwined and intersectional forces of structural oppression encoded in communities, norms, and systems. In this course, students will learn about the notion of disability justice, explore the history of disability rights activism, unpack what it means to be an interpreter and thus mediator of a linguistic minority and disabled population's access to wider society, examine one's obligations and potential as agents of change, and define what it means to live a life committed to liberation and justice.

**Prerequisite:** Admission to the Master of Arts in Interpreting Studies and Communication Equity program.

**INTP 6952 Independent Study – 2 credits**