American Sign Language and Interpreting

St. Catherine University’s American Sign Language and Interpreting department educates students to be linguistically and culturally prepared to function as members of the Deaf Community.

The ASL and interpreting faculty and staff believe that language and communication are at the heart of the human experience, and that ASL and English are dynamic languages that serve as vehicles for communicating the values, beliefs and world-views of diverse populations. The department is committed to utilizing holistic, innovative, learning-centered approaches that connect theory with application as well as establishing safe, engaging and challenging learning environments, supporting students with academic advising, and providing service-learning and internship opportunities. The ASL and interpreting faculty engage in research and ongoing professional development to stay current in and make contributions to the fields of ASL instruction, interpreting and interpreter education.

St. Catherine University’s ASL and interpreting graduates are fluent in ASL, strongly appreciate and value Deaf Culture, are critical thinkers, ethical decision-makers, allies in the Deaf Community, leaders in the interpreting field, and prepared for appropriate credentials.

Majors

- American Sign Language - BA (http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/american-sign-language-interpreting/american-sign-language-ba/)
- Interpreting - BA (http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/american-sign-language-interpreting/interpreting-ba/)

Minor

- American Sign Language - Minor (http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/american-sign-language-interpreting/american-sign-language-minor/)

ASL 1110 Beginning American Sign Language I — 4 credits
In this introductory course students will engage in receptive and expressive language readiness activities as well as learn vocabulary, basic use of ASL grammatical structure and signing space, conversational regulators, fingerspelling and introductory aspects. Offered in the College for Women and the College for Adults.

ASL 1120 Beginning American Sign Language II — 4 credits
Students will continue to study ASL grammatical structure, vocabulary, fingerspelling, use of signing space, conversational regulators and introductory aspects of Deaf culture. Offered in the College for Women and the College for Adults.

Prerequisite: ASL 1110.

ASL 2100 Introduction to American Deaf Culture — 4 credits
In this course students will study the culture of the American Deaf community. Issues raised include the relationship between language and culture, the history of Deaf education, the Deaf President Now revolution and the collective goals and values of the Deaf community. Offered in the College for Women.

Prerequisite with concurrency: ASL 2110.

ASL 2110 Intermediate American Sign Language I — 4 credits
Students will learn how to express abstract concepts in ASL using appropriate grammatical structure, signing space, vocabulary, fingerspelling and nonmanual markers. The course also features continued development of conversational regulators and aspects of Deaf culture. Offered in the College for Women and the College for Adults.

Prerequisite: ASL 1120.

ASL 2120 Intermediate American Sign Language II — 4 credits
This course is designed to expand students’ ability to express abstract concepts in ASL and to further develop their vocabulary and their receptive and expressive fluency. Students will also continue to read and discuss topics related to Deaf culture. Deaf community interaction required. Offered in the College for Women.

Prerequisite: ASL 2110.

ASL 2500 Fingerspelling Lab — 1 credit
In this course students will focus on the comprehensiveness and production of lexicalized, rapid and careful fingerspelling. Phonological analysis of fingerspelling is also covered. Offered in the College for Women.

Prerequisite: ASL 2120, JR or SR status.

ASL 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

ASL 3110 Advanced American Sign Language I — 4 credits
Designed as a lecture/lab course to expand students’ vocabulary and develop their language skills and conversational fluency. Students will identify and apply strategies needed to give instructions, explanations, and provide factual information. Students will also learn how to discuss more complex topics such as finance and to effectively use persuasion in discussions that require decision making. Deaf community interaction required. Offered in the College for Women.

Prerequisite: ASL 2120.

ASL 3120 Advanced American Sign Language II — 4 credits
A continuation of ASL 3110, with an additional focus on narrative skills. Deaf community interaction required. Offered in the College for Women.

Prerequisite: ASL 3110.

ASL 3130 Conversational ASL — 4 credits
Build receptive and expressive conversational skills through small group work and videotape. Emphasis on sign variation across gender, age, ethnicity and region. Offered in the College for Women.

Prerequisite with concurrency: ASL 3110.

ASL 3330 ASL Classifiers — 4 credits
In this course students will analyze semantic classifiers, size and shape specifiers (SASSs) and handling or instrument classifiers (HCLs or ICLs). The interaction of SASSs with movement roots to trace the size and shape of objects is examined, as well as the use of HCL handshapes to represent how objects are handled and the role they play in marking causation and agency. The complex morphology of classifiers is the focus of students’ learning in this course, with examples of usage in formal and informal discourse. Offered in the College for Women.

Prerequisite: JR or SR status.

Prerequisite with concurrency: ASL 3120.
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**ASL 4682 Directed Study — 2 credits**
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

**ASL 4684 Directed Study — 4 credits**
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

**ASL 4952 Independent Study — 2 credits**
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis.
Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

**ASL 4954 Independent Study — 4 credits**
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis.
Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

**INTP 2020 Introduction to the Interpreting Profession — 2 credits**
Students will be introduced to the profession of interpreting in this survey course through lecture, interviews, readings and projects.
Students will use the Demand/Control Schema as a tool for analyzing different specialty areas, such as medical, educational and performing arts interpreting.
Topics include an overview of the history of the profession as well as an introduction to linguistic, ethical, cultural and situational issues in the field. Offered in the College for Women.
Prerequisite: ASL 2110.

**INTP 2682 Directed Study — 2 credits**
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

**INTP 3050 American Sign Language and English Text Analysis — 4 credits**
In this lecture/lab course, students will analyze spoken and signed texts intralinguually for both meaning and form.
Through lecture, discussion and small group work students will develop the knowledge and competencies to compare and contrast the differences between ASL and English texts with an emphasis on discourse markers, register, topic shift, tense, pronominalization and affect. Offered in the College for Women.
Prerequisite with concurrency: ASL 3110.

**INTP 3060 American Sign Language/English Translation — 4 credits**
In this lecture/lab course students will build on the knowledge and competencies developed in INTP 3050. Through lecture, discussion and small group work students will examine theories of meaning transfer, with application to a variety of ASL and English texts. Offered in the College for Women.
Prerequisite: INTP 3050.
Prerequisite with concurrency: ASL 3120.

**INTP 3210 Ethics and Decision-Making — 4 credits**
This course will help guide students in clarifying their own values and then integrating that knowledge in the tasks of ethical decision making and problem solving as it pertains to interpreting.
Readings, discussions and activities focus on developing their ‘ethical fitness’ as a professional interpreter.
Students will analyze the current codes of ethics for interpreters in the U.S. and Canada as well as compare various professional codes from other disciplines and identify underlying values.
Case studies are used to integrate and apply knowledge learned in the course. Offered in the College for Women.
Prerequisite: INTP 2020.
Prerequisite with concurrency: PHIL 2200W.

**INTP 4002 Pre-Internship Seminar — 2 credits**
This course will help prepare ASL/English Interpreting majors for internship, which is completed the following semester during J-term and spring semester.
The two major components of internship include 1) fieldwork under the supervision of a host interpreter and 2) additional requirements such as the development of professional development goals, a professional website and business plan.
Fieldwork allows students to work in the ‘real world’ in a safe, supportive environment.
Pre-Internship Seminar allows students to begin the work of preparation — by reading and discussing current events and topics within the field, begin the development of your professional portfolio and website, including resume, work samples, internship and professional development goals, and business plan.
Students will also prepare for and take the National Interpreter Certification written exam as well as confirm arrangements for their fieldwork placement. Offered in the College for Women.
Prerequisites with concurrency: INTP 3210, INTP 4050.

**INTP 4050 ASL/English Interpreting I — 4 credits**
In this lecture/lab course, students will build on the knowledge gained in INTP 3050 and 3060. Using primarily a discourse-based approach, students will prepare for and consecutively interpret a variety of texts.
Interpretations are analyzed, and students will identify linguistic, cultural, textual and situational factors influencing their choices to achieve meaning transfer.
The efficacy of the consecutive format is also examined.
Peer review and self analysis strategies are developed throughout this course. Offered in the College for Women.
Prerequisite: INTP 3060.

**INTP 4060 ASL/English Interpreting II — 4 credits**
In this lecture/lab course, students will develop knowledge and competencies for interpreting in a simultaneous format.
A variety of texts and situations are presented for analysis and interpretation. Offered in the College for Women.
Prerequisite: INTP 4050.

**INTP 4210W Senior Seminar — 2 credits**
In this course, students will read and discuss research that has been completed in the area of ASL and interpreting.
Students will determine a research topic and complete a literature review.
The course culminates with students giving presentations on their topics. Offered in the College for Women.
Prerequisite: Senior standing in the major.
INTP 4310 Healthcare Interpreting — 4 credits
In this course students will analyze medical discourse and learn techniques for interpreting during healthcare interviews. Interpreting theory is applied through the use of videos and mock medical situations. Topics covered include the team approach to professional healthcare provision, pre- and post-sessions with the practitioner(s), ethics, role and boundaries, how to appropriately adapt the environment as needed, teaming with deaf interpreters and the use of translation, and consecutive and simultaneous interpreting in healthcare settings. Students will also build their medical vocabulary in ASL. Offered in the College for Women.
Prerequisite: INDI 2220 or HIMP 1050.
Prerequisite with concurrency: INTP 3050 or permission of instructor.

INTP 4410 Educational Interpreting — 4 credits
In this course students will develop knowledge, skills and strategies for interpreting in educational settings, pre-K through post-secondary. Linguistic, educational, developmental and interpreting issues are explored, as well as techniques for preparation and working as a member of an educational team. Other topics include: the educational system and values, the educational team, classroom accessibility, the IEP process, problem solving and decision making. Classroom observation required. Offered in the College for Women.
Prerequisite with concurrency: INTP 4050 or permission of instructor.

INTP 4602 Internship — 2 credits
Internship complements students' academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio.
Prerequisite with concurrency: INTP 4060. Permission of instructor granted by assessment.

INTP 4604 Internship — 4 credits
Internship complements students' academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio. Offered in the College for Women.
Prerequisite with concurrency: INTP 4060.

INTP 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.