Students in the Interpreter Training Program work towards the goal of ascertaining competent interpreting skills in order to graduate and work as an interpreter. The skills involve cognitive processing; analysis of language for which they are interpreting; cognition, concentration, attention, reaction time, and function of accessing short and long term memory. These processes are highly complicated and require students to navigate between English and American Sign Language (ASL) using their inter-lingual skills.

* Students must achieve a ‘C’ or higher in English 151 in order to enter the program. Humphrey and Alcorn state that an interpreter must be fluent in their L-1 language - English, in order to identify meaning, to identify speaker intent by analyzing the linguistic and paralinguistic elements of the message, then making a cultural and linguistic transition in order to produce the message into American Sign Language.

Humphrey, J., Alcorn, B. *So You Want to be An Interpreter? An Introduction to Sign Language Interpreting* 4th Edition*.* H & H Publishing Co, Inc., 2007.

* Students must be able to concentrate and understand the source message when it is provided in the English language. This is done by attending to the message, analyzing it, and then accessing an image of the message. In this way, the student does not rely on individual words. Conversely, the same is done if the source message is in American Sign Language so as not to rely on individual signs.
* Students must evaluate the speaker/signer’s goal, objectives, culture, affect, and take into consideration the environment as well as the audience.
* Students must access short term memory. This can be done in a visual manner that represents the information in order to render the message into ASL. Conversely, students will need to do the same when the source message is in American Sign Language.
* Students must demonstrate a high degree of linguistic, cognitive and technical skills in both English and American Sign Language.
* Students must interpret simultaneously, as this is the most common type of interpreting they will encounter. They must be able to demonstrate the ability to engage in effective process time. This means waiting for a portion of the message to be conveyed, retain that portion, start interpreting that portion while still listening/watching the incoming message.
* Students must demonstrate and apply constructive feedback provided by the instructor to improve and master skills that are taught in each course.
* While studying to become an interpreter, a student must abide by the

NAD-RID Code of Professional Conduct.

* \*\*\*In order to maintain the integrity of the program, students cannot audit classes within the program\*\*\*