American Sign Language (ASL) is the primary means of communication amongst individuals who are Deaf or Hard-of-Hearing and is the third most-used language in the United States. Federal laws require school districts to provide a “free appropriate public education.” As a result, the number of students who are Deaf and Hard of Hearing attending local schools has soared.

In order for students to fully participate in classroom activities, they need someone to interpret what they want to say to the teacher and the rest of the class, as well as to interpret what the teacher and other students are saying to them. An Educational Interpreter brings these two groups together and facilitates the child’s participation as an equal member of the class.

This prevailing increase of students attending local school has caused the need for sign language interpreters for educational settings to dramatically escalate. So much so, that it has ultimately led to a national shortage of qualified ASL-English interpreters to work in public schools. Nationwide, the shortage of qualified educational interpreters is critical.

The ASL-English Educational Interpreting Certificate aims to address this shortage by providing a post-graduate education in skills and knowledge competencies needed to work in an educational interpreting capacity.

This certificate program is right for you if you are a:

- Clemson student majoring or minoring in Modern Languages with an emphasis in ASL; or
- Person who has attained an Associate of Arts/Associate of Science degree in Interpreting and/or Deaf Studies; or
- Student from another institution who have attained a baccalaureate degree with a major/minor in ASL; or
- Currently employed interpreter or teacher.

The field of sign language interpreting is growing exponentially. The US Department of Labor projects the growth of interpreter and translator employment to be 23.6 percent between 2006 and 2016, compared to 10.36 percent for ALL occupations combined.

The ASL-English Educational Certificate is a 16 credit hour program designed to prepare students as entry-level interpreters to work with students who are Deaf or Hard of Hearing in K-12 classrooms. Course work focuses on interpreter processing skills, continued sign vocabulary development, the transfer of meaning between languages, as well as, a specialized focus on interpreting in the educational setting.

### Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 300</td>
<td>Fingerspelling &amp; Numbers in ASL</td>
<td>1.0</td>
</tr>
<tr>
<td>ASL 315</td>
<td>Survey of Interpreting in Public Schools</td>
<td>3.0</td>
</tr>
<tr>
<td>ASL 320</td>
<td>ASL-English Interpreting in Elementary Schools I</td>
<td>3.0</td>
</tr>
<tr>
<td>ASL 325</td>
<td>ASL-English Interpreting in Secondary Schools I</td>
<td>3.0</td>
</tr>
<tr>
<td>ASL 420</td>
<td>ASL-English Interpreting in Elementary Schools II</td>
<td>3.0</td>
</tr>
<tr>
<td>ASL 425</td>
<td>ASL-English Interpreting in Secondary Schools II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL 16 hours**
Educational interpreting requires individuals who enjoy working with children, are flexible, creative, and possess good manual and mental dexterity. Interpreting as a whole, requires individuals enjoy working in a variety of settings and situations.

Entry into the ASL-English Educational Interpreting Certificate program requires conversational fluency in American Sign Language at the intermediate level. Fluency in ASL will be assessed prior to admittance.

Passing the national Educational Interpreter Performance Assessment (EIPA) above a 3.5 is an educational interpreter’s ultimate goal. Completion of the Clemson program helps to prepare students for this certification.

**Course Descriptions**

*ASL 300 Fingerspelling and Numbers in ASL 1 (1,0)* Advanced development of the manual alphabet (fingerspelling) and the numerical system in American Sign Language, with extensive practice in both expressive and receptive skills.

*ASL 315 Survey of Interpreting in Public Schools 3 (3,0)* Presents an overview of the ASL/English Interpreting Profession in public schools. Include discussions on the role, function, and aptitudes of educational interpreters, the bilingual and bicultural context, history of interpreting, principles of professional practice, laws that affect educational interpreting; and, analysis of the impact of classroom variables on accessibility and interpretability.

*ASL 320 ASL-English Interpreting in Elementary Schools I 3 (3,0)* Introduces students to ASL-English interpreting in the elementary classroom. Includes analysis of the discursive features of elementary classrooms; translation of materials encountered in elementary classrooms; rendering of interpretations of elementary classroom discourse both consecutively and simultaneously; and assessment of the effectiveness of interpreted products. **Preq:** ASL 315 or consent of instructor.

*ASL 325 ASL-English Interpreting in Secondary Schools I 3 (3,0)* Introduces students to ASL-English interpreting in a high school classroom. Includes: analysis of the discursive features of several high school courses; translation of materials encountered in high school classrooms; rendering interpretations both consecutively and simultaneously; and assessment of the effectiveness of interpreted products. **Preq:** ASL 315 or consent of instructor.

*ASL 420 ASL-English Interpreting in Elementary Schools II 3 (3,0)* Continuation of ASL 320. Advanced analyses of elementary school curricular discourse; rendering interpretations of elementary school classroom discourse simultaneously; preparation and interpretation of presentations from second language into first language; and assessment of the effectiveness of interpreted products. **Preq:** ASL 320 or consent of instructor.

*ASL 425 ASL-English Interpreting in Secondary Schools II 3 (3,0)* A continuation of ASL 325. Advanced analyses of high school curricular discourse; rendering interpretations of high school classroom discourse simultaneously; preparing and interpreting presentations from second language into first language; and assessment of the effectiveness of interpreted products. **Preq:** ASL 325 or consent of instructor.

**Contact**

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