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NCIEC
National Consortium of Interpreter Education Centers
TODAY’S TOPIC

Panel Discussion

National Consortium of Interpreter Education Centers
June 25, 2015

Lillian Garcia Peterkin

- Bachelors degree in ASL/English Interpreting
- Certified Deaf Interpreter (CDI)
- Former member of the NCIEC Trilingual (ASL/Spanish/English) Task Force
- Former Communication and Outreach Coordinator for the National Interpreter Education
- Presenter and interpreter educator on topics including Deaf interpreter practice, Deaf Self-Advocacy Training, and healthcare interpreting

Arlene Narváez

- Member of the NCIEC Trilingual (ASL/Spanish/English) Task Force
- Certified (CI/CT) freelance trilingual interpreter in community and video settings
- Interpreter educator at regional and national levels
- Served as Co-Chair for the Southern California RID Trilingual Committee
- Participated in the development of Interpreting in Spanish-Influenced Settings: A Curriculum Guide
Leonardo Álvarez
- Certified (NIC) interpreter currently working in New York City as a freelance trilingual interpreter and educator
- President of New York City Trilingual Interpreters, Inc.
- Career spans 20 years, nationally and internationally in the fields of foreign language acquisition of English and Spanish, K-12 education, and ASL/Spanish/English interpreting
- Member of NCIEC Trilingual (ASL/Spanish/English) Task Force
- Participated in the development of Interpreting in Spanish-Influenced Settings: A Curriculum Guide

Webinar Goals
This webinar will cover:
- The purpose of the new ASL/Spanish/English Curriculum Guide and accompanying resources
- How the Curriculum Guide is being used across the U.S.
- Where the Curriculum Guide and related resources can be accessed
- Where information on upcoming trilingual (ASL/Spanish/English) interpreting educational opportunities can be found

Curriculum Guide Overview
Six Modules:
1. Foundational Knowledge
2. Language and Communication
3. Culture
4. Consumer Assessment
5. Interpreting Practice
6. Professional Practice

Each Module contains an Overview, Educational Goals, and Units of Learning with Suggested Learning Outcomes, Key Concepts, Key Discussion Questions, and Suggested Activities and more.

Accompanying resources (available at www.interpretereducation.org):
- Compendium of Essential Readings in Spanish and English
- Toward Effective Practice: Interpreting in Spanish-Influenced Settings
- Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters
Panel Question #1

Why is a Curriculum Guide specifically designed for ASL/Spanish/English interpreters needed?

Panel Question #2

How did the January 2015 train the trainer session prepare participants to use the Curriculum Guide?

Panel Question #3

How is the Curriculum Guide beneficial for you as both a trilingual Interpreter practitioner and educator and how are you applying it?
Panel Question #4

In the Curriculum Guide, it is recommended that trilingual interpreting students learn from hearing and Deaf interpreters as well as other Deaf Latino community members. Why is this important?

Developers and Reviewers

THANK YOU to all who took the time to contribute!

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Hilary Maguire • Nora Elise McAllister • Dr. David Myers • Elena Ruiz-Williams
Ima Sanchez • Roberto Sandoval • Jorge Santiago O’Neill • Eliezer Sierra

www.interpretereducation.org
Specialization>ASL/Spanish/English>Resources

Directory of NCIEC Trainers

Educational Opportunities
Questions and Answers

Type your question in the chat area.

Contact Info

email your questions to:
nciec@interpretereducation.org

Thank You

We wish to thank our captioner and interpreters today.
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Contact Bonnie Kaplan at b.kaplan@neu.edu regarding CEU questions.
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www.interpretereducation.org

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