The Course Map for IRIS's self-directed interpreter training track is below. This document serves as a printable "at-a-glance" reference guide that can be used to see the overall flow of the training modules.

Course Map for the IRIS: CORE Initiative Self-Directed Track (last updated May 2024)

Course Purpose	Upon completion of the IRIS Project participants will have acquired the fundamental knowledge, skills, and attributes adhering to the Entry-to-Practice Competencies required of ASL/English interpreters living and working in rural settings. This self-directed track is a sampling of that curriculum.

Domains

1. **D1**- Theory and Knowledge Competencies (Academic foundation and world knowledge essential to effective interpretation)
2. **D2**- Human Relations (Fosters effective communication and productive collaboration with colleagues, consumers, and employers)
3. **D3**- Language Skills Competencies (Demonstrates proficiency and competence of American Sign Language and English)
4. **D4**- Interpreting Skills (Demonstrates effective ASL-English interpretation of a range of subject matter in a variety of settings)
5. **D5**- Professionalism (Demonstrates competencies critical to ongoing professional development)

Key used below: Module #: Name [Domain# & introduced (i), applied (a), or reviewed (r)]
Example: Rural Interpreting: Challenges and Opportunities (D1r, D2a, D3r, D5a)

Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	Materials needed
Orientation (D1i, D2i/a) This orientation module is your first step toward success. This self-paced, orientation module will	1. Locate the navigational tools within Canvas. 2. Practice engaging in a Canvas Discussion.	1. Practice Discussion Board	• IRIS Project module playlist • CSDB (2017)

provide you with a brief overview of how the Canvas Learning Management System (LMS) works.			
Rural Interpreting: Challenges and Opportunities (D1r, D2a, D3r, D5a) This module offers space for participants to explore, reflect, and identify the challenges and opportunities of rural interpreting.	1. Identify personal language models. 2. Identify key challenges presented to interpreters in rural settings. 3. Identify key challenges faced by rural deaf community members. 4. Identify opportunities for future collaboration with rural deaf and interpreting communities.	1. Pre-test 2. Discussion #1: Gournaris (2019) 3. Discussion #2: Trimble (2014) 4. Discussion #3: RID Town Hall 5. Discussion #4: IRIS Rural Deaf Community Panel 6. Discussion #5: Putting it all Together 7. Post-test	• IRIS Project module playlist • Trimble (2014) • Gournaris (2019) • RID Town Hall (2022) • IRIS Rural Deaf Community Panel (2022)

Note: The contents of this course map were developed under a grant (#H160D210006) from the Department of Education, Rehabilitation Services Administration. The contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement from the Federal Government (Authority: 20 U.S.C. 1221e-3 and 3474).