

# IMET SELF-PACED ONLINE COURSES

The Utah State University TASK12 Interpreter, Mentorship, Education, & Training (IMET) Program offers a variety of independent study, self-paced, online training courses produced for sign language interpreters. The courses are designed to be completed independently on various knowledge- & skill-based topics.



## OVERVIEW

Participating TASK12 Member States have collaborated with the IMET Program to provide access to various online professional development courses created for sign language interpreters. Certificates of Completion and RID CEUs are available upon successful completion. The courses have been designed to be completed online, independently, and at your own pace.

## ONLINE COURSES



ASL DEPICTION:  
AN INTRODUCTORY GUIDE



ASL DEPICTION SERIES FOR SCHOOL  
SETTINGS: INTRODUCTION & SCIENCE



ASSESSMENT & PATTERN  
IDENTIFICATION



COHESION & PROSODY  
DEVELOPMENT



ENHANCING ASL  
COMPREHENSION



FOSTERING FULLER INCLUSION  
THROUGH VISUAL-SPATIAL  
STRATEGIES



INTERPRETING LINGUISTICALLY &  
CULTURALLY INDUCED INFORMATION



OPTIMIZING VISUAL ACCESS  
FOR DEAF STUDENTS



PREPARING OUR MINDS  
FOR THE WORK



THEORY OF MIND



Must live or work in a participating State to register.



Courses are offered at no cost to the participant.



Courses are self-paced and fully online using the Canvas



platform. Certificate of Completion & RID CEUs are available.



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Scan or click to register



# IMET SELF-PACED ONLINE COURSES



## ASL DEPICTION: AN INTRODUCTORY GUIDE

This course is designed for aspiring and working interpreters who are new to ASL depiction and have not had prior formal training in classifiers or depicting techniques. It's also a great option if you're looking for a refresher to strengthen your skills. Through a four-part structure, the course introduces key concepts and skills to help participants understand how depiction functions within ASL to visually represent actions, environments, and relationships.

*4 Week - 8 Hours course*



## ASL DEPICTION SERIES FOR SCHOOL SETTINGS

The ASL Depiction Series for School Settings is a professional development series designed for educational interpreters working in K-12 and post-secondary academic environments. Each course focuses on a specific academic subject area, building the depiction strategies, spatial grammar, and ASL features most essential for interpreting that content with clarity and accuracy. Grounded in a self-paced, self-assessment model, the series meets interpreters where they are and develops the skills that make the most immediate difference for Deaf students in the classroom.

### ASL Depiction Series for School Settings: Introduction

This course is the required starting point for the ASL Depiction Series for School Settings. Building on foundational knowledge of ASL depiction, this course explores how classifiers, use of space, and depicting verbs apply specifically to academic interpreting in K-12 and post-secondary classrooms. The series framework, self-assessment philosophy, and a baseline interpretation activity prepare participants for the skill-building that follows in each subject-area course.

*1 Week - 2.5 Hours course*

### ASL Depiction Series for School Settings: Science

This course applies depiction and spatial grammar to real science classroom content, from atoms and molecules to forces, cycles, and measurement—across four structured modules of video lectures, guided practice, and self-assessed assignments. Each module targets a specific ASL skill set, progressively developing the depiction strategies most essential for interpreting academic science at any grade level.

*4 Week - 8 Hours course*



## ASSESSMENT & PATTERN IDENTIFICATION

In this course, participants will be guided through the foundations skills of moving toward a growth mindset, effective pattern and miscue pattern identification, development of self-assessment skills, and utilizing the discourse analysis process for deep level meaning identification. Through developing these skills, participants can take ownership of their work with the ultimate goal of autonomous and confident professional development practices.

*8 Week - 16 Hours course*



## COHESION & PROSODY DEVELOPMENT

This course is designed for interpreters who want to improve the application of language features associated with message prosody & cohesion to reach the goal of improving the quality and accuracy of interpretations from ASL to English and from English to ASL.

*8 Week - 16 Hours course*



## ENHANCING ASL COMPREHENSION

This course was developed to enhance ASL narratives in preparation for interpreting from ASL into spoken English. Participants will be guided through an analysis of meaning of various ASL narratives through structured practice activities building to final interpretations.

*8 Week - 16 Hours course*



## FOSTERING FULLER INCLUSION THROUGH VISUAL-SPATIAL STRATEGIES

Full title: Fostering Fuller Inclusion of Deaf Students in Classroom Content Through the Use of Visual-Spatial Communication Strategies.

In this course, interpreters will be introduced to, and practice strategies for, fostering greater inclusion in the classroom content for deaf students through more active engagement in the teaching-learning space utilized by the classroom teacher. The objective of this course is for interpreters to foster fuller inclusion of deaf students in classroom content through using all strategies for communicating visual-spatial references (like discourse mapping, signposting, and depiction) among other visual-spatial strategies.

*8 Lessons - 24 Hours course*



## INTERPRETING LINGUISTICALLY & CULTURALLY INDUCED INFORMATION

This course is meant to provide strategies and tactics for interpreters as they mediate linguistically induced information and culturally induced information (LII/CII) while interpreting.

*8 Week - 16 Hours course*



## OPTIMIZING VISUAL ACCESS FOR DEAF STUDENTS

This course has been designed to educate interpreters on the responsibility of mitigating the competing visual demands a deaf student can experience in the classroom and on how various effective strategies can be implemented.

*6 Week - 12 Hours course*



## PREPARING OUR MINDS FOR THE WORK

This course is designed to guide interpreters through learning about the mind and its impact on readiness for skill development. Participants will learn strategies that are practical and impactful for interpreters to feel more confident and comfortable with their own knowledge and abilities in the skill development process.

*6 Week - 12 Hours course*



## THEORY OF MIND

This course aims to cover the fundamentals of Theory of Mind development and its relationship to language, communication, and academic skills in Deaf and Hard-of-Hearing students. The course activities illustrate the concepts and provide opportunities to practice incorporating the concepts in activities and assignments that will benefit both educational interpreters and students in their current classroom experience.

There are two ways to engage in this course:

*4 Week - 10 Hours course*

1. Theory of Mind – Section 1: Individual self-paced
2. Theory of Mind – Section 2: Cohort with peers
  - With this option, participants are able to take the course with a cohort of their peers. Participants will be required to meet regularly as a cohort for discussion, reflection, and to complete some assignments. The coursework will be submitted and tracked individually in Canvas. Before registering for the cohort option of the course, participants need to have identified and confirmed the peers they will be taking the course with.

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**T A E S E**

Technical Assistance for Excellence in Special Education

