



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Year: 2025

Course Prefix: ASL

Course and Section #: ASL 3375

Course Title: Ethics for Interpreters

Credits: 3

Course Description

This online-only course provides students advanced study and skills development in ethical decision making while interpreting between Deaf (including Deaf-blind) and hearing populations, including interpreting in Educational, Higher Ed. Legal, Mental Health and Medical situations. Helps students develop the ethical understanding needed to become truly professional interpreters. Provides extensive individual feedback to rapidly improve students' interpreting skills and understanding of the complex nature of interpreting ethics.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Angela Spurgeon

Student Learning Outcomes

- 1 Define professional standards and practices in the field of interpreting.
 - 2 Identify the ethical issues which may arise in any situation involving interpreters.
 - 3 Articulate the resolutions to ethical issues which may arise in any situation involving interpreters.
 - 4 Define the ethical issues which may arise specific interpreting environments.
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Course Materials and Texts

Print/book texts

- Dean, R. & Pollard, R. (2013). [*The demand control schema: Interpreting as a practice profession*](#) North Charleston, SC: CreateSpace.

Humphrey, J. H. (2014). *Decisions? Decisions! A Practical Guide for Sign Language Interpreters*. Dallas, TX: H&H Publishing. (2nd or 3rd edition is fine. If you have the 2nd edition the page numbers will be wrong but the content is the same)

Dean, R. and Pollard, R. (2013). *The Demand Control Schema: Interpreting as a Practical Profession*, 1st ed. South Carolina: CreateSpace Independent Publishing Platform.

[NAD–RID Code of Professional Conduct](#) (Registry of Interpreters for the Deaf, 2005). This can be printed or accessed in a browser and is also available in Humphrey (2014), Appendix A.

Hill, Brandon, *Signlens Basic*, SmartASL, LLC.

Course Requirements

Course Assignment, Assessments, and Grading Policy

Student/teacher contract (Wk 1)	1%
Personal introduction (Wk 1)	1%
Individual/Team responses to ethical scenarios (Wks 1–7, 9–13, 15–16)	31%
Discussion posts/participation (Wks 2, 4, 5, 15, 16, 17/Final)	10%
Unit quizzes (Wks 1, 3, 5–7, 9–13)	23%
Weekly accountability check (Wks 2–16)	9%
Complete SRI/teacher evaluation (by Wk 17; extra credit)	2%
Exams (Wks 9, 17)	23%
A 100 – 93 B+ 89 – 87 C+ 79 – 77 D+ 69 – 67 E 59 – 0	
A- 92 – 90 B 86 – 83 C 76 – 73 D 66 – 63	
B- 82 – 80 C- 72 – 70 D- 62 – 60	

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures.

General Description of the Subject Matter of Each Lecture or Discussion

Part 1: Foundations, definitions, and application of ethical behavior, deontology vs teleology, perspectives of ethical codes of practice professions

Part 2: NAD/RID Code of Professional Conduct: Introduction to and discussion of confidentiality and professional practices; discussion of professionalism; discussion of respect for participants; discussion of conduct

Required Course Syllabus Statements

Generative AI

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.