



# Course Information

A: Division: Instructional Division Date: 30 January 1995  
 B: Department: Child, Family and Community Studies New Course: X  
 Program: Program of Sign Language Interpretation Revision of Course Information form:

C: INTR 340 D: Sign Language Interpretation: E: 4.5  
 Practicum II

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course provides opportunities for students to practice professional skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal, and professional experiences in practicum and seminar.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F  
*Nov 9/89 changed from a 2 by J. Humphrey*

G: Type of Instruction: Hours per Week / per Semester

Lecture:	Hrs.
Laboratory:	Hrs.
Seminar:	10 Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	160 Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	Hrs.
Other:	Hrs.
Total:	170 Hrs.

H: Course Prerequisites: Successful completion of Semester 3 with a minimum of a B+ or mastery in all major courses. *A.SLS 375 INTR 300*

I: Course Corequisites: Nil *INTR 331 INTR 370*

J: Course for which this Course is a Prerequisite: INTR 440

K: Maximum Class Size: 8

L: College Credit Transfer   
 College Credit Non-Transfer   
 Non-Credit

M: Transfer Credit: Requested:   
 Granted:

Specify Course Equivalent or Unassigned Credit as appropriate:  
 U.B.C.  
 S.F.U.  
 U. Vic.  
 Other:

*Jan Humphrey*  
 (Jan Humphrey) Course Designer(s)  
*B. Miller*  
 Director/Chairperson

*P.A. Orger*  
 Vice-President, Instruction  
 Registrar

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**: Textbooks and materials to be purchased by students  
(Use Bibliographic Form):**

**T.B.A.**

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**Sections O, P, Q**

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Interpreting is a complex task requiring sophisticated language skills and rapid mental processing which allows an individual to comprehend and analyze an incoming message in order to produce an equivalent message in another language.
2. Technical proficiency must be balanced with a professional demeanour, ethical decision making, a caring attitude, tolerance for a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination.
3. Classroom practice can enhance the development of these complex skills to some extent, but actual field practice is mandatory for total integration. Practice interpreting in real settings provides opportunities for students to integrate theory, interpretation, cultural and linguistic mediation, ethical decision making, and interpersonal skills.
4. Learning to integrate all of these tasks is enhanced when the student works in the field under the supervision of an instructor and field supervisor.
5. Reflection, evaluation, and integration of self critique and collegial feedback form the basic on-going professional development regarding skills, interpersonal expertise, attitude and other observable behaviours.

**Section R**

**Evaluation:**

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.