



EFFECTIVE: JANUARY 2003
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **01 January 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Program of Sign Language Interpretation** Revision New Course

If Revision, Section(s) Revised: **M,N,P,Q**
Date of Previous Revision: **9 October 1996**
Date of Current Revision: **23 July 2002**

C: **INTR 225** D: **Professionalism and Cultural Mediation** E: **2**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides students with opportunities to explore the concept of visual language interpreters as cultural mediators within their professional role. Role play, culturally-linked texts and field experiences will be used to stimulate discussion, reflection and class projects.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 45 hours Number of Weeks per Semester: 15 weeks	H: Course Prerequisites: Successful completion of Semester 1 with a minimum of a B+ in all major courses	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite Third semester courses	
	K: Maximum Class Size: 16	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

<p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Analyze the impact of oppression on Deaf/hearing interactions and the role of the interpreter in minimizing the effects of oppression. • Explain the interpreter’s role in empowering the interlocutors in interpreted situations. • Illustrate how cultural and linguistic mediation is integral to the communication facilitation provided by an interpreter. • Compare “professionalism” from a Deaf and hearing cultural frame. • Utilize a decision-making model. • Apply ethical principles to interpreting situations. • Assess how certification applies to being a credible professional practitioner. 	
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Oppression influences the group dynamics between majority-minority group members in predictable, identifiable ways. 2. It is critical that interpreters understand the characteristics of oppressed and oppressor peoples and recognize any tendencies they may have to use their position of power to reinforce this status quo. 3. Empowerment of individuals in deaf-deaf interactions and in deaf-hearing interactions results in healthy and essential self-determination. Interpreters can play a part in the empowerment of others in interpreted interactions. 4. Language and culture cannot be separated. A significant part of communication facilitation that an interpreter provides depends on cultural, as well as linguistic, mediation. 5. "Professionalism" is a concept which grows from a cultural frame of reference. Interpreters must know the meaning of "professionalism" from both a Deaf cultural frame and from a hearing cultural frame. Further, interpreters must know how to balance that role in deaf-hearing interactions. 6. Professional practice requires the critical thinking and the application of ethical principles in making decisions. Further, practitioners must be able to clearly express their decision and the basis for their point of view in a variety of formats and settings. 7. In order to be credible, professional practitioners, it is important for visual language interpreters to become certified. 	
<p>O: Methods of Instruction</p>	
<p>P: Textbooks and Materials to be Purchased by Students T.B.A.</p>	
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> 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, written, 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. 	
<p>R: Prior Learning Assessment and Recognition This course is available for PLAR.</p>	
<p>Cheryl Palmer</p>	
<p>Course Designer(s)</p>	<p>Education Council / Curriculum Committee Representative</p>
<p>Dean: Jan Lindsay</p>	<p>Registrar</p>