



**EFFECTIVE: MAY 2009**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **May 2009**

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

If Revision, Section(s) Revised: **H**

Date of Previous Revision: **June 2007**

Date of Current Revision: **November 2008**

C: **INTR 2320** D: **Interpreting in Educational Settings** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p><b>This course provides opportunities for students to develop an understanding of the interpreter’s role and responsibilities when working in educational settings. Strategies to work successfully as a member of the educational team will be discussed. Major emphasis will be on interpreting in the K-12 setting, including adapting interpretations to accommodate a child’s cognitive development and preferred learning style.</b></p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Seminar</b></p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p><b>30 hours</b></p> <p>Number of Weeks per Semester:</p> <p><b>Flexible delivery ranging over 1 to 15 weeks</b></p>	<p>H: Course Prerequisites:</p> <p><b>Mastery in INTR 1290</b></p>							
	<p>I: Course Corequisites:</p> <p><b>None</b></p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p><b>INTR 2400 and INTR 2420</b></p>							
	<p>K: Maximum Class Size:</p> <p><b>16</b></p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
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M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Compare use of interpreting strategies and ethical practices used in community interpreting with interpreting in educational settings</b></li> <li>2. <b>Discuss the components of being a part of the educational team and working within a system, and recognize parental rights in educational decision-making regarding their children</b></li> <li>3. <b>Explain how to adapt interpreting strategies to meet the cognitive and linguistic needs of individuals in learning environments</b></li> <li>4. <b>Adjust communication to meet educational needs of children and youth.</b></li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>Interpreters need to differentiate between language facilitation and instruction.</b></li> <li>• <b>Competent practitioners adjust their communication to the language need and level of comprehension of the students for whom they interpret.</b></li> <li>• <b>Competent practitioners establish appropriate boundaries with students in and out of the classroom.</b></li> <li>• <b>Individuals are unique in how they learn. Interpreters can enhance individuals' learning processes by recognizing, identifying, respecting and responding to learning characteristics and linguistic needs of the people for whom they interpret.</b></li> <li>• <b>Interpreters working in educational settings must be aware of the changing profile of various age groups.</b></li> <li>• <b>An understanding of linguistic and cognitive development is integral to the role of sign language interpreters working in classroom settings.</b></li> <li>• <b>Interpreters are required to determine and explain their role in the educational setting.</b></li> <li>• <b>Effective practitioners work within the teaching team to maximize the learning potential of each situation.</b></li> <li>• <b>Practitioners' awareness of their personal teaching and learning styles increases field effectiveness.</b></li> </ul>
O:	<p>Methods of Instruction:</p> <ul style="list-style-type: none"> <li>• <b>Lecture/discussion</b></li> <li>• <b>Group work</b></li> <li>• <b>Student presentations</b></li> <li>• <b>Guest speakers</b></li> <li>• <b>Audio-visual presentation</b></li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> <li>• <b>Written assignments</b></li> <li>• <b>Group presentations</b></li> <li>• <b>Quizzes</b></li> </ul>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p><b>This course is available for PLAR.</b></p>

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Course Designer(s): Cheryl Palmer

Education Council / Curriculum Committee Representative

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Dean: Jan K. Carrie

Registrar

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