



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C,H,I**
 Date of Previous Revision: **11 February 1997**
 Date of Current Revision: **16 February 2004**

C: **INTR 2440** D: **Sign Language Interpretation: Practicum III** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits
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.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Preceptorship Number of Contact Hours: (per week / semester for each descriptor) 210 hours Number of Weeks per Semester: 7 – 8 weeks	H: Course Prerequisites: B+ or better in INTR 2300, 2310 and 2375	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite Nil	
	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</p>
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <p>Global ideas that guide the design and delivery of the course.</p> <ol style="list-style-type: none"> 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.
<p>O: Methods of Instruction</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>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> <p>Selection of evaluation and assessment tools for this course will be based on:</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, 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 a self and peer evaluation, participation in instrument design and program/instructor evaluation. <p>This is a mastery/non-mastery course.</p>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

This course is available for PLAR

Course Designer(s) **Jan Humphrey**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar