



EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **January 2008**

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

If Revision, Section(s) Revised: **G,H,J,M,O,Q**
 Date of Previous Revision: **16 February 2004**
 Date of Current Revision: **15 May 2007**

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 semester for each descriptor) 210 hours Number of Weeks per Semester: Flexible delivery ranging over 6 to 8 weeks	H: Course Prerequisites: INTR 2420	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 8	
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.bctransferguide.ca)		

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"> 1. Demonstrate the skills required to communicate with a range of individuals in the appropriate register of ASL and English 2. Demonstrate the skills and knowledge required to successfully interpret an utterance from ASL into English and from English into ASL simultaneously for a minimum of twenty minutes 3. Conduct yourself appropriately in various settings in both the majority culture and within Deaf culture 4. Generate professional relationships with colleagues and consumers of interpretation service 5. Apply the AVLIC Code of Ethics and Guidelines of Professional Conduct while working in the field. 6. Take care of your personal and professional needs while working in the field.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • 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. • Technical proficiency must be balanced with a professional demeanour, ethical decision making, and 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. • 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. • 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. • 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. • Maintenance of personal wellness is an essential component of the Sign Language Interpreter. • Interpreters require preparation material for assignments to interpret successfully.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Preceptorship • Discussion • Written Assignments
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</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"> • End of fourth semester portfolio of the students' work. <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): Cheryl Palmer

Education Council / Curriculum Committee Representative

Dean: Jan K. Carrie

Registrar

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