

## **EFFECTIVE: MAY 2010 CURRICULUM GUIDELINES**

A. Division: **Educational** Effective Date:

2. Prepare for interpreting assignments. 3. Consecutively interpret hetween ASL and English, and English and ASL. 4. Demonstrate professional demeanor, ethical decision making, and respect for others when interpreting.  N: Course Content:  1. Models of interpretation     Cokely     Seleskovitch     Colonomos 2. Process of consecutive interpretation     Preparing     Managing logistics     Explaining process to participants     Dropping form, conveying meaning     Monitoring work 3. Application of interpreting in community settings     Coordinating of events     Adapting to setting     Assessing consumer needs     Reflecting accurately on success of work     Identifying needs for further skill development 4. Practicing in an ethical and professional manner  O: Methods of Instruction     Lecture/discussion     Demonstration     Group work  P: Textbooks and Materials to be Purchased by Students     T.B.A.  Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include, but not be limited to, a combination of Demonstration of consecutive interpreting skills in the classroom, community, and on assignments, as well as written tests. This is a mastery/non-mastery course.  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.	M:				
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