

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

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| COURSE NUMBER: | INT 1402 |
| COURSE TITLE: | Issues in Educational Interpreting |
| PREREQUISITE(S): | INT 1200 |
| COREQUISITE(S): | None |
| CREDIT HOURS: | 3 |
| CONTACT HOURS/WEEK: | 3 |
| CONTACT HOUR BREAKDOWN: | |
| Lecture/Discussion: | 3 |
| Laboratory: | |
| Other _____: | |
| FACULTY WORKLOAD POINTS: | 3 |
| STANDARDIZED CLASS SIZE ALLOCATION: | 24 |

CATALOG COURSE DESCRIPTION:

This course is designed to provide advanced level interpreter training students with an introduction to the sign systems, service delivery models and professional roles in the public school K-12 and postsecondary educational settings. Students will acquire knowledge of the philosophies of deaf education, general education methods/techniques, function of the ear and technologies for deaf or hard of hearing students, federal and state mandates regarding educational placement and provision of services for students who are deaf and hard of hearing, roles and ethical guidelines of the educational interpreter and modifications made to that role based on the age and classroom placement of the student.

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| SUGGESTED TEXT(S): | <u>Best Practices in Educational Interpreting</u> , Brenda Chafin Seal, 2 nd Edition |
| IMPLEMENTATION DATE: | Fall Term, 1996 (971) |
| REVIEW OR MODIFICATION DATE: | Fall Term, 2002 (20031) Fall, 2005 (20061) Fall Term, 2007 (20081) Fall Term, 2008 (20091) - Outline Review 2007 (was EHD 1402) |

| COURSE TOPICS | <u>CONTACT HOURS PER TOPIC</u> |
|---|------------------------------------|
| I. Introduction to Educational Setting | 8 |
| A. Educational Opportunities | |
| B. Educational Programs | |
| C. Legislation Affecting Public Educational Programs | |
| D. Educational Personnel | |
| II. Educational Settings/Students/Role of Interpreter | 13 |
| A. Kindergarten | (2) |
| B. Elementary | (2) |
| C. Middle School | (2) |
| D. High School | (2) |
| E. Secondary | (2) |
| F. Postsecondary | (2) |
| G. Community College | (2) |
| H. University | (1) |
| III. Signed Systems | 10 |
| A. Signed English | (1) |
| B. Signing Exact English | (1) |
| C. Cued Speech and other methods | (1) |
| D. Rochester Method | (1) |
| E. Pidgin Signed English (Contact Variety) | (3) |
| F. Conceptual Signing | (3) |
| IV. Educational Interpreter Code of Ethics | 12 |
| A. Role | |
| B. Duties and Responsibilities | |
| C. Attitude | |
| D. Interpersonal Skills | |
| E. Qualifications | |
| V. Physical Setting | 2 |
| A. Lighting | |
| B. Class Size | |
| C. Room Arrangement | |

PROGRAM TITLE: Sign Language Interpretation
 COURSE TITLE: Issues in Educational Interpreting
 CIP NUMBER: 0713.100301

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):
 (Competencies are taken from those developed by the Department of Education, Educational Interpreter Project)

03.0 DEMONSTRATE KNOWLEDGE OF THE CULTURAL AND PSYCHOSOCIAL ASPECTS OF DEAFNESS--The student will be able to:

- 03.01 Describe types and degrees of hearing loss and their implications for communication.
- 03.02 Explain the social and emotional implications of deafness.
- 03.03 Describe the role of American Sign Language in the Deaf community.
- 03.04 Describe the social activities and organizations of the deaf community.
- 03.05 Identify and explain the assistive devices available to hearing impaired persons and the implications of such devices.

04.0 DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION--The student will be able to:

- 04.01 Explain the role of the educational interpreter in the school setting.
- 04.02 Explain the code of ethics for educational interpreters.
- 04.03 Describe the educational characteristics and needs of the hearing impaired child.
- 04.04 Describe the various types of educational programs available to hearing impaired students including Different communication methodologies (e.g. Oral, Verbal-tonal, cued speech, Total Communication) and placement options (e.g. mainstreamed settings, full and part-time day classes, residential programs).
- 04.05 Describe the function of the auditory and vocal mechanism and the etiologies of deafness.
- 04.06 Describe the types, use and function of amplification and other assistive devices.
- 04.07 Identify components of aural habilitation (e.g. speech, speech reading, and auditory training).
- 04.08 Identify habilitative agencies and the services offered e.g. Vocational Rehabilitation, Deaf Service Centers, and other Referral Agencies.

05.0 DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING--The student will be able to:

- 05.01 Explain the five principles of the Code of Ethics of the Registry of Interpreters of the Deaf.
- 05.02 Explain PL 94-142; Section 504 of Title V of the Rehabilitation Act of 1973 and its amendments, and Florida Statutes pertaining to hearing impaired individuals and interpreters and the implications of the laws and statutes.
- 05.03 Explain Florida's interpreter evaluation process and its implications for interpreters.
- 05.04 Explain the Florida Educational Interpreter's Code of Ethics and its' implications.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

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| <i>Section 1</i> | |
| COURSE PREFIX AND NUMBER: INT 1402 | SEMESTER CREDIT HOURS: <u>3</u> |
| COURSE TITLE: Issues of Educational Interpreting | |

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

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| <input type="checkbox"/> AA Elective | <input checked="" type="checkbox"/> AS Required Professional Course | <input type="checkbox"/> College Prep |
| <input type="checkbox"/> AS Professional Elective | <input type="checkbox"/> AAS Required Professional Course | <input type="checkbox"/> Technical Certificate |
| <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7) | | |

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

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| <input type="checkbox"/> Communication | <input type="checkbox"/> Social & Behavioral Sciences | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Natural Sciences | <input type="checkbox"/> Humanities | |

Section 4

INTELLECTUAL COMPETENCIES:

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|---|---|--|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Speaking | <input checked="" type="checkbox"/> Critical Analysis | <input type="checkbox"/> Quantitative Skills | <input type="checkbox"/> Scientific Method of Inquiry |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Listening | <input checked="" type="checkbox"/> Information Literacy | <input checked="" type="checkbox"/> Ethical Judgment | <input type="checkbox"/> Working Collaboratively |

| <i>Section 5</i> | |
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| LEARNING OUTCOMES | METHOD OF ASSESSMENT |
| • DEMONSTRATE KNOWLEDGE OF THE CULTURAL AND PSYCHOSOCIAL ASPECTS OF DEAFNESS | Class discussions; written assessments; application of knowledge to educational interpreting related scenarios |
| • DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION | Class discussions; written assessments; application of knowledge to educational interpreting related scenarios; class presentations |
| • DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING | Class discussions; written assessments; application of knowledge to educational interpreting related scenarios |

Section 6

Name of Person Completing This Form: W. R. McDavid