C302 - Bachelor of Interpretation (American Sign Language-English)

MTCU Code: 80735

Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Analyze and critically apply current interpreting research trends as they inform meaning-based interpreting practices.

2. Analyze the power dynamics that affect human communication including the impact of the interpreter’s decisions and influence.

3. Respect cross-cultural needs of participants in an interpreted interaction in a professional and ethical manner.

4. Articulate societal views of Deaf culture, the Deaf community, multiculturalism, oppression, audism, global history of Deaf people, sign language linguistics and language variations.

5. Use current research literature to analyze key issues relating to the practice and profession of interpreting.

6. Determine appropriate modes of interpreting using evidence-based practice, effective interpersonal and professional skills.

7. Perform effectively as an interpreter by incorporating current research and recognizing contextual factors including language and culture.

8. Perform accurate and effective translations, consecutive and simultaneous interpretations.

9. Use communicative language abilities in first and second language as required to accommodate specific dialogic interactions.

10. Use professional and ethical judgment in decision making while respecting diversity, equity, equality and rights of all participants.

11. Engage in life-long learning and reflective professional development.

12. Assess personal competencies and limitations in the use of multi-cultural and multi-contextual approaches to communication.
Generic Degree Level Outcomes

A degree program must meet the substantial and common set of learning outcomes for a Baccalaureate/Bachelor Degree: Honours set out by the Postsecondary Education Quality Assessment Board and the Ontario Qualifications Framework for postsecondary programs.

Learning outcomes in the core subjects/courses must provide exposure to increasingly complex theory at the degree level, enable graduates to meet or exceed requirements of the field of study and/or practice as well as of relevant professional or accrediting bodies, and remain consistent with similar programs in Ontario and other jurisdictions.

Degree programs require coherent and substantive ‘non-core’ course offerings in subjects which contribute to the achievement of a breadth of skills and knowledge beyond the core subject area, such as critical thinking and communication skills, knowledge of society and culture, etc.

Baccalaureate/Bachelor Degree: Honours Standard

**Depth and Breadth of Knowledge**

a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline

b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines

c. A developed ability to:

   i. gather, review, evaluate, and interpret information

   ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline

d. A developed, detailed knowledge of and experience in research in an area of the discipline

e. Developed critical thinking and analytical skills inside and outside the discipline

f. The ability to apply learning from one or more areas outside the discipline

**Conceptual & Methodological Awareness/Research and Scholarship**
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to

a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques

b. devise and sustain arguments or solve problems using these methods

c. describe and comment upon particular aspects of current research or equivalent advanced scholarship

Communication Skills

The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline

Application of Knowledge

a. The ability to review, present, and critically evaluate quantitative and qualitative information to

   i. develop lines of argument

   ii. make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study

   iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline

   iv. where appropriate, use this knowledge in the creative process

b. The ability to use a basic range of established techniques to

   i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information

   ii. propose solutions

   iii. frame appropriate questions for the purpose of solving a problem

   iv. solve a problem or create a new work

c. The ability to make use of scholarly reviews and primary sources
**Professional Capacity/Autonomy**

a. The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring
   
i. the exercise of initiative, personal responsibility, and accountability in both personal and group contexts
   
   ii. working reflectively with others
   
   iii. decision-making in complex contexts

b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study

c. Behaviour consistent with academic integrity and social responsibility

**Awareness of Limits of Knowledge**

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analysis and interpretations

Source: Postsecondary Education Quality Assessment Board (PEQAB)