

Dewar College of Education and Human Services

Valdosta State University

Department of Middle, Secondary, Reading, & Deaf Education

INTP 2998

ENTRY TO THE EDUCATION PROFESSION

0 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

CCIE Learning Outcomes

CCIE1. LIBERAL ARTS CONTENT

- a. Superior oral and/or written communication skills.
- b. Logical thinking, critical analysis, problem solving, and creativity.
- c. Knowledge and appreciation of multicultural features of society.
- d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of

the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.
- c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:

- a. Theories of interpretation, translation, and historical foundations of the profession.
- b. Interpreter role, responsibilities and professional ethics.
- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.
- e. Certification, licensure, business practices and state and federal legislation.
- f. Continuing professional development.
- g. Stress management and personal health.

CCIE4. PROFESSIONAL EDUCATION COMPETENCIES

a. LANGUAGE

- i. Ability to understand the source language in all its nuances.
- ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.

b. MESSAGE TRANSFER

- i. Ability to understand the articulation of meaning in the source language discourse.
- ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
- iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

c. METHODOLOGY

- i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
- ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.

d. SUBJECT MATTER

- i. Breadth of knowledge allowing interpretation of general discourse within several fields.
- ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.

III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

e. RESEARCH

- i. Necessity for and values of research on interpretation and interpreter education.
- ii. Essential components of a research protocol.
- iii. Analysis of studies related to interpretation.
- iv. Application of research results to interpretation practice.

*Collegiate Commission on Interpreter Education (2010). CCIE Accreditation Standards. Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

INSTRUCTOR

Name: Christia Williams, MEd-IP, CI

Office Number: EDUC 1113

Telephone Number: (229) 249-4957

Email Address: ctwillia@valdosta.edu

Office Hours: Monday: 2:00-3:30; Tuesday/Thursday: 9:30-10:30; 3:30-4:30; Wednesday: 9:30-11:30; 1:00-3:30

COURSE DESCRIPTION

Graded “Satisfactory” or Unsatisfactory.” A required non-credit course for all interpreting candidates pursuing a VSU-recommended program of study. The course must be successfully completed prior to admission to professional courses SPEC 3100, ASLS 3140, DEAF 3110, 3120, 3130, and INTP 3010, 3150, 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4080. Candidates are required to establish an electronic portfolio, have passed or exempted the Regents’ exam, have a 2.5 GPA, have a satisfactory criminal background check, and purchase liability insurance. If an “Unsatisfactory” grade is earned, the course must be repeated until a “Satisfactory” grade is received.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course. (<https://www.livetext.com/>)

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Students will meet all admission to teacher education requirements and document meeting those requirements.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will meet all admission to teacher education requirements and document meeting those requirements. These requirements are:

 1. Provide evidence of meeting the minimum GPA required for admission to your program [GPA of] on all previously attempted coursework – a minimum of 30 hours of coursework must have been completed prior to enrollment in this course.

 2. Meet the COEHS Regents’ Test Requirement by earning a grade of C or better in ENGL 1101 and ENGL 1102.

Exemption scores are: SAT - 1000; ACT - 43 (Math + English); GRE before August 1, 2011-1030 (Verbal and Quantitative); and GRE on or after August 1, 2011 - 297 (Verbal and Quantitative)

___ 3. Complete a criminal background check and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

See [Criminal Background Check Module](#)

___ 4. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

See [Liability Insurance Module](#)

___ 5. Purchase and activate LiveText account (See [LiveText Module](#))

___ 6. Attend the face-to-face LiveText Orientation session (See LiveText dates and times in the [LiveText Module](#)) OR complete the online LiveText Module in this course.

___ 7. Complete or Update (*if you have done these during a previous semester) the two required forms in LiveText (See [LiveText Module](#) for due dates for LiveText; documents and forms will be completed during the LiveText orientation or the online module)

a. SP14 COE Disposition Survey

b. SP 14 Entry Candidate Information Form

c. New COEHS Disposition Survey

***Note:** You will complete the two forms in LiveText during the first semester you are enrolled in a 2998 course. You **must** update these two forms every subsequent semester you are enrolled in a 2998 course or this will result in you not receiving an 'S'.

___ 8. Complete the Code of Ethics for Educators Quiz (must score 100%) and the Statement of Affirmation Survey. This affirms that you read, understand, and will abide by the Georgia Code of Ethics for Educators.

___ 9. Review your Program of Study (find the link in the Program of Study Module) and complete the Program of Study Confirmation survey.

___ 10. You must continue to register for and take the appropriate 2999/2998 course for your major every semester until you are admitted to Teacher Education and earn a grade of "S" in 2998.

*****IMPORTANT NOTE: If you are on schedule to begin your first professional semester and would like to be eligible to pre-register for courses, you will need to meet all requirements for earning an S in 2999 prior to midterm, this date will be set by your instructor.**

COURSE EVALUATION

In order to earn an “S” (satisfactory grade) in this course, the following assessments/activities are required:

GPA review-student’s GPA will be reviewed for required GPA for admission to Teacher Education

COEHS Regents’ Test-earn a grade of C or better in ENGL 1101 and ENGL 1102 to meet the Regents’ Test requirement.

Completion of the criminal background check as reflected on the Teacher Education Admission Information page in BANNER (COEHS Advising Center, Room 1020)

Purchase of professional liability insurance as reflected on the Teacher Education Admission Information page in BANNER.

Purchase and activate a LiveText account (if you have not purchased LiveText a previous semester).

Attend the face-2-face LiveText Orientation session or complete the online LiveText Module (if you have not attended the LiveText Orientation a previous semester).

Completion of forms in LiveText. **This needs to be done every semester you are enrolled in 2998.**

Complete the Code of Ethics for Educators Quiz (must score 100%) and the Statement of Affirmation Survey. This affirms that you read, understand, and will abide by the Georgia Code of Ethics for Educators

Complete the Program of Study Confirmation survey

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

PROFESSIONALISM

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & Deaf Education.)

Professionalism – Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving

conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism-Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments:

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Statement on Academic Integrity

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course.