

ASL Interpreter Education Program

Submitter's Information

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Program Information

Program Name ASL Interpreter Education Program

Projected Start Date	August 1, 2018
Program Type(s)	Associate of Arts Degree
Certificate Required Units	n/a
Units of Major Degree	43
Total Units for Degree	60
TOPs Code	Sign Language Interpreting (085010)
Program Goals	<p>Program Goals:</p> <ul style="list-style-type: none"> • To prepare professional ASL interpreters who are competent, ethical, and lifelong learners to work in entry level positions in the community, particularly in the field of education. • To prepare students to become interpreter generalists who are competent to work in areas of the community such as social services, basic legal services, and the medical field. • To offer an optional trilingual component in the degree that would enable heritage students of Spanish to communicate more effectively in Spanish-influenced settings. <p>Program Objectives:</p> <ul style="list-style-type: none"> • Provide high quality ASL instruction through the continuous innovation of the curriculum and evaluation of the faculty, the integration of technology to facilitate communication and assessment of student progress, and the scheduling of flexible and nontraditional hours for classes. • Recruit and retain qualified and diverse faculty in ASL. • Continuously improve ASL curriculum, materials, methods, and assessments to reflect trends in the field of ASL instruction, linguistics, and interpreting. • Maintain adequate equipment and facilities to support ASL instruction, particularly at the MLD/ESL Language Lab.

- Offer quality ASL courses in support of general education requirements and the interpreting major.
- Help prepare students to have basic proficiency in ASL as part of the prerequisites of the IEP program by providing support through tutoring services, use of supplemental software at the MLD/ESL lab, and workshops that help students hone the most challenging content of their coursework.

The outcomes are:

- Students will develop critical and creative thinking skills.
- Students will develop competency in ASL and English.
- Students have the option of developing skills to interpret in a setting with Spanish-speakers.
- Students will possess a general level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreting profession.
- Students will demonstrate ethical and culturally competent decision-making in various interpreting settings.
- Students of the program will demonstrate at least entry-level competency in interpreting between ASL and English.
- Students will be able to critically assess their own work and use creative problem-solving to continually develop themselves after they leave the program.

Program Description

The American Sign Language Interpreter Education Program (IEP) degree prepares students for a career working as an entry level sign language interpreter for people who are Deaf and hard of hearing. This degree provides instruction in communication models and processes of American Sign Language, Deaf culture, interpreting skills, ethical understanding, and hands-on training in oral and manual interpreting in a wide range of situations, including Spanish-influenced settings. This degree also requires completion of 21 general education credit hours. Successful completion of this program will prepare students for certification examinations conducted in local, state, and national accrediting agencies. This degree requires a minimum of 43 credits in program requirements and general education as listed below.

It is important to note that particular courses in this program may be “double counted” for the requirement of the major as well as for general education requirements, allowing students to complete the degree with 60 units.

- Program Requirements**
- 1) ASL 5: Introduction to Interpreting - 4 units
 - 2) ASL 6: English to Sign Interpreting/Transliterating - 4 units
 - 3) ASL 10: Sign to English Interpreting/Transliterating - 4 units
 - 4) ASL 16: Creative Signing - 2 units
 - 5) ASL 22: Professional Issues and Practice I - 2 units
 - 6) ASL 23: Professional Issues and Practice II - 2 units
 - 7) ASL 25: ASL Conversation - 2 units
 - 8) ASL 30: Fingerspelling - 1 unit
 - 9) ASL 35: Trilingual Interpretation I (Optional) - 3 units
 - 10) ASL 36: Trilingual Interpretation II (Optional) - 3 units
 - 11) ASL 40: Deaf Culture - 3 units
- or
- ASL 45: Interpreting in Deaf Latino Communities - 3 units
- 12) ASL 55: Interpreting - 4 units
 - 13) ASL 65: Transliterating - 4 units

Program Projections 10

Labor Market Information [Download ASL Interpretation Education Program EastLA Oct17.pdf \(/storage/lmi/ASL Interpretation Education Program EastLA Oct17.pdf\)](#)

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Status **Under Review**

Los Angeles/Orange County Region Specific Questions

District Los Angeles Community College District

College	East Los Angeles College
CRLC Member	Mercedes Yanez
Email	yanezm@elac.edu
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Reason for approval request.	New Program
Place of program in college's curriculum/similar program.	An ASL Interpretation program does not currently exist at our college.
Similar programs at other colleges in the Los Angeles and Orange County Region	ASL Interpretation degrees/certificates are offered at Pierce College, El Camino College, and Mt. San Antonio. None of these programs are offered in ELAC's service area. Pierce College, ASL Interpreting Program, consisting of 47 units. Pierce is 30 miles from ELAC. Mt. San Antonio College ASL Interpreter Training AS degree, consisting of 42-42.5 units. Mt SAC is 21 miles from ELAC. El Camino College ASL Interpreter AS degree or certificate, consisting of a total of 39 units, focusing on educational, medical, and community interpreting. The campus is 21 miles from ELAC. Rio Hondo, Pasadena City College, all LACCD campuses, with the exception of Pierce, Santa Monica College, Long Beach City College, Cerritos College, and Chaffey College do not offer any programs in ASL interpretation.
Annual Enrollment projects (non-duplicative)	The ASL program coordinator, Dr. Tomas Garcia, with the help of the Office of Institutional Effectiveness (OIEA), issued a projected enrollment survey during the spring of 2017 to current and past students of ASL. The results were: "If ELAC implemented an Interpreter Education Program,

how likely are you to enroll in the program?" Total respondents: 426 1. Extremely unlikely: 8.7% 2. Unlikely: 0.7% 3. Likely: 20% 4. Extremely likely: 70% 5. Abstention: Don't Know / Not Applicable: 0.7% With this data, projections are as follows, 2018-2019: 25

Advisory Minutes

[Download ASL IEP Advisory Committee Meeting Minutes.pdf \(/storage/Los Angeles/Orange County/103-113-243-ASL IEP Advisory Committee Meeting Minutes.pdf\)](#)



American Sign Language (ASL) Interpreters

October 2017

Prepared by the Los Angeles/Orange County Center of Excellence for Labor Market Research

Program Recommendation

This report was compiled by the Los Angeles/Orange County Center of Excellence to provide regional labor market data for the program recommendation of sign language interpreting. This report is to help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Based on the data, the COE has determined there is an unmet need for the sign language interpreting program in Los Angeles County. Reasons include:

- Overall, interpreting and translating occupations are expected to increase by 14% over the next five years
- On average, 46 awards (associate degrees and certificates) are conferred each year, providing a steady supply of graduates for sign language interpreting occupations
- 36% of the workforce has completed some community college, signaling that these jobs may be accessible for community college level students

Occupation Codes and Descriptions

Currently, there is one occupation in the standard occupational classification (SOC) system related to the study of sign language interpreting. The occupation title and description, as well as reported job titles are included in Exhibit 1.

Exhibit 1 – Occupations, descriptions and sample job titles

SOC Code	Title	Description	Sample of Reported Job Titles
27-3091	Interpreters and Translators	Interpret oral or sign language, or translate written text from one language into another.	Court Interpreter, Deaf Interpreter, Educational Interpreter, Interpreter, Medical Interpreter, Paraprofessional Interpreter, Sign Language Interpreter, Spanish Interpreter, Technical Translator, Translator

Source: O*NET Online

Current and Future Employment

In Los Angeles County, the number of interpreters and translators is expected to increase by 14% over the next five years. Nearly 400 job opportunities will be available annually for this occupational group through 2021 due to new job growth and replacement need (e.g., retirements). Exhibit 2 contains detailed employment projections data for these occupations. *It is important to consider that this SOC code encompasses several occupations related to interpreting, and these employment projections are not solely representative of ASL interpreters.*

Exhibit 2 – Five-year projections for interpreters and translators in Los Angeles County

SOC	Occupation	2016 Jobs	2021 Jobs	2016 - 2021 Change	2016 - 2021 % Change	Annual Openings
27-3091	Interpreters and Translators	3,187	3,626	439	14%	379

Source: Economic Modeling Specialists International (EMSI)

Earnings

In Los Angeles County, the entry-level average wage for interpreters and translators is \$18.24 per hour, which is above the MIT Living Wage¹ estimate of \$13.08 per hour for a single adult. The average annual earnings for this occupation group in the region is \$51,308 per year, assuming full-time employment.

Exhibit 3 contains hourly wages and annual average earnings for these occupations. Entry-level hourly earnings is represented by the 10th percentile of wages, median hourly earnings is represented by the 50th percentile of wages, and experienced hourly earnings is represented by the 90th percentile of wages, demonstrating various levels of employment.

Exhibit 3 – Earnings for interpreters and translators in Los Angeles County, 2016-2021

SOC	Occupation	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings	Average Annual Earnings
27-3091	Interpreters and Translators	\$18.24	\$24.45	\$31.05	\$51,308

Source: Economic Modeling Specialists International (EMSI)

¹ MIT Living Wage Calculator. <http://livingwage.mit.edu/>

Employer Job Postings

In this research brief, real-time labor market information is used to provide a more nuanced view of the current job market, as it captures job advertisements for occupations relevant to the field of study. Employer job postings are consulted to understand who is employing American Sign Language interpreters, and what they are looking for in potential candidates. To identify job postings related to sign language interpreters, SOC code 27-3091 was used, along with keywords such as sign* language, ASL, and Spanish sign*.

Top Titles

The top job titles for employers posting ads for ASL interpreters are listed in exhibit 4. Sign language interpreter is mentioned as the job title in 39% of all relevant job postings (35 postings).

Exhibit 4 –Job titles for ASL occupations (n=90)

Title	Job Postings, Full Year 2016
Sign Language Interpreter	35
Interpreter	25
Sign Language Specialist	5
Educational Interpreter	3
Deaf/Hard-Of-Hearing Services Coordinator	3

Source: Labor Insight/Jobs (Burning Glass)

Top Employers

Exhibit 5 lists the major employers hiring professionals in the field of sign language interpreters. Top employers posting job ads included Purple Communications, California State University, County of Los Angeles, Globo, and Burbank Unified. The top worksite cities in the region for these occupations were Los Angeles, Long Beach, Burbank, Pasadena, and Alhambra.

Exhibit 5 – Top employers (n=75)

Employer	Job Postings, Full Year 2016
Purple Communications, Inc	14
California State University	8
County Of Los Angeles	6
Globo	5
Burbank Unified	3

Source: Labor Insight/Jobs (Burning Glass)

Certifications and Skills

Interpreter for the deaf is the most sought after certification for this occupation group, and was included on 43% of the postings that specified a certification. Other certifications that were largely present on postings were sign language certification and certified interpreter. Job-specific skills desired by employers are data entry, customer service, and deafness.

Exhibit 6 –Job certifications (n=23) and job skills (n=62)

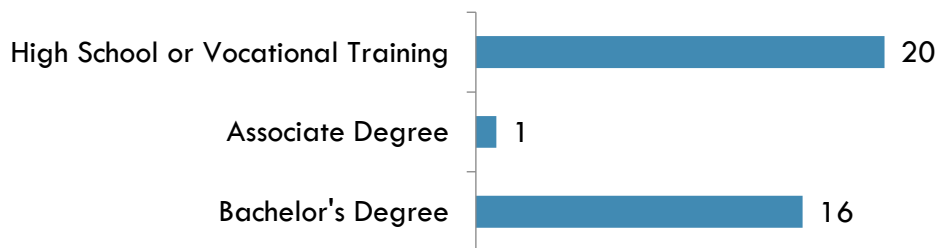
Certification	Job Postings, Full Year 2016	Skills	Job Postings, Full Year 2016
Interpreter for the Deaf	10	Data Entry	14
Sign Language Certification	5	Customer Service	12
Certified Interpreter	4	Deafness	10

Source: Labor Insight/Jobs (Burning Glass)

Advertised Education Levels

Exhibit 7 displays the education level requested by employers in online job ads. The majority of employers were looking for a candidate with high school or vocational training. Approximately 59% of job postings did not specify a level of education.

Exhibit 7 – 2016 Online job ads with minimum advertised education requirements for ASL Interpreters (n=37)



Source: Labor Insight/Jobs (Burning Glass)

Industry Concentration

Interpreters and translators in Los Angeles County are most often found in the all other professional, scientific, and technical services industry (38% of total jobs in the industry). Exhibit 8 shows the industries that are the largest employers of interpreters and translators in Los Angeles County.

Exhibit 8 – Industries with the largest number of interpreters and translators, 2016

NAICS (6-Digit)	Industry	Occupation Group Jobs in Industry	% of Occupation Group in Industry
541990	All Other Professional, Scientific, and Technical Services	1,221	38%
903611	Elementary and Secondary Schools (Local Government)	299	9%
541910	Marketing Research and Public Opinion Polling	279	9%
624120	Services for the Elderly and Persons with Disabilities	234	7%
622110	General Medical and Surgical Hospitals	131	4%

Education and Training

Exhibit 9 shows the typical entry-level education requirement for the occupation of interest, along with the typical on-the-job training, and percentage of workers in the field who hold a community college award or have completed some postsecondary courses. About 36% of the workforce in this occupation has completed some community college education as their highest level of education.

Exhibit 9 – Education and training requirements, 2015-2020

SOC	Occupation	Typical entry-level education	Typical on-the-job training	% of Community College Award Holders or Some Postsecondary Coursework
27-3091	Interpreters and Translators	Bachelor's degree	Short-term on-the-job training	36%

Source: Economic Modeling Specialists International, Bureau of Labor Statistics Employment Projections (Educational Attainment)

Currently, there are eight community colleges in Los Angeles County that train students in programs related to the field of sign language interpreting. Exhibit 10 displays the headcount and annual average community college awards for each of the colleges training in this field. Headcount is the actual number of students enrolled, regardless of credit hours. It is also important to note that an award is not equivalent to a single person in search of a job opening, since a student may earn more than one award (e.g. an associate degree and a certificate).

Between 2012-2015, the total annual average community college awards conferred was 46 (25 associate degrees and 21 certificates) across one program: Sign Language Interpreting (0850.10)

Exhibit 10 – CCC Student Awards (by TOP and College)

TOP Code	Program	College	2012 – 2015 Annual Average			Total Average CC Awards
			CCC Headcount	CCC Associate Degrees	CCC Certificates	
0850.10	Sign Language Interpreting	Compton	N/A	1	1	2
		East LA	767	N/A	N/A	N/A
		El Camino	176	11	15	26
		LA City	21	N/A	N/A	N/A
		LA Pierce	612	8	N/A	8
		LA Southwest	315	N/A	N/A	N/A
		LA Trade	341	N/A	N/A	N/A
		Mt San Antonio	1,151	5	5	10
			3,383	25	21	46

Source: California Community Colleges Chancellor’s Office MIS Data Mart

Student Outcomes

The CTE LaunchBoard provides student outcome data on the effectiveness of CTE programs. The following student outcome information was collected from exiters of the Sign Language Interpreting Program (TOP code 0850.10) in Los Angeles County for the 2014-15 academic year.

- The median annual wage after program completion is \$16,097
- 25% of students are earning a living wage
- 66% of students are employed within six months after completing a program

Source: CTE LaunchBoard

Sources

O*Net Online, Labor Insight/Jobs (Burning Glass), Economic Modeling Specialists International (EMSI), MIT Living Wage Calculator, Bureau of Labor Statistics (BLS) Education Attainment, California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart, CTE LaunchBoard, Statewide CTE Outcomes Survey, Employment Development Department Unemployment Insurance Dataset

Notes

Data included in this analysis represents the labor market demand for positions most closely related to ASL interpreters and translators. Standard occupational classification (SOC) codes were chosen based on the national education level required for employment (associate degree and postsecondary certificate) as well as the proportion of current workers who hold a community college award or have had some community college training. This selection process narrows the labor market analysis to the most relevant employment opportunities for students with community college education and/or training.

Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study and should not be used to establish current job openings, because the numbers may include duplicate job postings or postings intended to gather a pool of applicants. Real-time labor market information can signal demand and show what employers are looking for in potential employees, but is not a perfect measure of the quantity of open positions.

East Los Angeles College
 Modern Languages Department (MLD)
 American Sign Language Program

Interpreter Training Program Advisory Committee Meeting
Start time: 9:05 am – End Time: 11:30 pm
August 16, 2016

Attendees: Anthony Diaz, Prof. Tomás García, Elino Pineda, Robert Sandoval, Prof. Norma Vega, Prof. Nicholas Zerlentes, Dean Carol Kozeracki, Dean Chris Whiteside, and Irene Mah y Busch.

Video Conference Attendees: Prof. David Rose.

Anthony Diaz, committee chair, introduced himself as an interpreter for the past six years. He thanked everyone for attending and stated that he was very happy to be participating in this process. There were brief introductions by everyone in attendance.

I. Review and Approve Meeting Minutes from March 23, 2016

Present committee members reviewed the minutes. N.Vega motioned to approve the minutes and R.Sandoval seconded the motion. All present approved the minutes.

II. Interpreter Training Program Proposal - Review and Approve Course Outline

Note: Items in **BOLD** are existing courses and need not be reviewed/approved.

FALL SEMESTER I		UNITS	NOTES
ASL 3	American Sign Language III	4	
ASL 101C	ASL Lab (ASL 3 Lab)	1	
ASL 16	Creative Signing	2	
ASL 40	Introduction to Deaf Culture	3	
ASL 30	Fingerspelling I	1	
English 101	College Reading and Composition I	3	
Gen Ed 3	Social Behavioral Sciences	3	
			17 Units Total (ASL= 11, GE= 6)
SPRING SEMESTER I		UNITS	NOTES
ASL 4	ASL IV	4	
ASL 101D	ASL Lab (ASL 4 Lab)	1	
ASL 5	Introduction to Interpreting	3	
ASL 31	Fingerspelling 2	1	
Anther 104	Human Language and Communication	3	

Speech 101	Oral Communication	3	
			15 Units Total (ASL=9, GE=6)
FALL SEMESTER II		UNITS	NOTES
ASL 6	English-to-Sign Interpreting/ Transliterating	4	
ASL 101E	ASL Lab (ASL 6 Lab)	1	
ASL 10	Sign-to-English Interpreting/ Transliterating	4	
ASL 22	Professional Issues and Practice I	2	
Gen Ed	Natural Sciences	3	
			14 Units Total (ASL=9, GE=5)
SPRING SEMESTER II		UNITS	NOTES
ASL 55	Interpreting	4	
ASL 65	Transliterating	4	
ASL 23	Professional Issues and Practice II	2	
Gen Ed	Health Education	2	
Gen Ed	Physical Education Activity	1	
			13 Units Total (ASL=10, GE=3)

The committee needed to finalize the program's name. The following acronyms/names were written on the white board.

- ITP = Interpreter Training Program
- IEP = Interpreter Education Program
- IPP = Interpreter Preparation Program

In the discussion, it was commented that the program's name should be one that is recognized by students and one with an emphasis on education, research, and scholarship. The committee voted to name this program, ELAC's Interpreter Education Program (IEP).

Discussion related to course ASL 005

A committee member challenged the number of hours allocated to glossing in ASL 005. He questioned whether glossing needed to be taught to the students. From his experience as an interpreter, glossing has been irrelevant in his profession. His impression is that glossing gives the idea that ASL's focus is on writing and vocabulary. Currently, ASL 005, has allocated 15 hours to glossing.

An ASL 001 instructor felt that students should be introduced to glossing because it is good practice for them. There was further discussion of reducing the hours allocated to glossing and redistributing them among the categories of grammar, concepts, and vocabulary building.

Discussion related to course ASL 010

In ASL 010, glossing is allocated 15 hours, whereas speech is assigned 6 hours. It was recommended that the hours assigned to glossing be reduced and reassigned to speech. Assigning more hours to speech will help students who struggle with voice interpreting. Voice interpreting is very important in field interpreting.

In the second semester, ASL 004 and ASL 005 are taken together. Course ASL 005, Introduction to Interpreting, is a theory class and ASL 004 is a language class. There was concern by a committee member whether students will have enough of the language skills needed for ASL 005. There was a question as to whether ASL 004 maybe be required for ASL 005 as a prerequisite.

When students complete ASL 004, they should be ready for ASL 005. It was suggested that ASL 005 be moved to the third semester (fall semester II) and ASL 006 be moved to the fourth semester (spring semester II). Another option would be to keep ASL 005 in the second semester and include a practical class with it.

Discussion related to the length of the program

To shorten the process, maybe some of the 3-unit ASL courses could be offered as 8-week classes. Some classes like ASL 006 could be offered as 8-week classes, however, certain classes that are core to the program should not be offered as 8-week courses. Another concern is offering once a year courses in the summer months. This would be a big problem for students who do not enroll for the summer course because they will not be able to continue with the program.

Even if the program takes 2½ years to complete, the 2½ years of training is critical in developing Interpreters who have strong backgrounds in Linguistics. Out in the field, Interpreters are divided by those who know linguistics and those who don't. Graduating Interpreters with strong backgrounds in linguistics would make a big difference in creating better qualified candidates and better graduates.

Consider replacing Fingerspelling 002 with a Linguistics 101 class. Instead of offering two 1-unit Fingerspelling courses, offer one Fingerspelling course worth 2 units.

CTE vocational program vs. AA degree

Based on the current discussion of the program goals, the committee needs to decide whether the program will be geared toward an AA degree or a CTE vocational program. The discussion implied that the committee is interested in a complete AA degree program. The degree symbolizes that students are competent for the workforce. Students have the option to earn the AA degree, work and then take the national certificate exam. The intention of the program was to create an AA degree program and also create a pathway for a CTE program, so students could pursue their different interests.

The current program goals would have to be restated if interested in pursuing a CTE vocational program. The state does not create CTE programs, there is no high risk in these programs; a vocational path is a smart one. This CTE program would be different from the program established at Pierce College. Review other CTE vocational programs. Creating a CTE program is a more rigorous process, requiring workforce data and a labor market study. Prerequisites will have to be put in place in order to control students going through the program. Tomás García and Norma Vega will gather statistics and follow up.

Students who start the CTE program would be well equipped to transfer to any UC program. For example, the program could have a pathway for students to transfer to CSU Long Beach and minor in Deaf Studies. Other college programs and pathways to consider are those offered by the following colleges:

- Mt. San Jacinto College

- Cal State Long Beach
- College of Sequoia

Currently, our courses do not transfer over to CSUN. Start with the transfer model in order to include transfer in the goals. Create the program's courses so they align with those at CSUN, so if students choose to pursue a higher degree, our courses and students can transfer into BA programs.

This program would be different from Pierce's program because of the bilingual component with our Spanish-speaking students pursuing careers in interpreting. This would create opportunities for ELAC students to do interpreting in Chicano theatre once the program is established.

What are the steps for creating a CTE program? What has to happen to get it approved?

Contact the following industries: court systems, private sector, representatives of the community, LAUSD, and any agency who hires interpreters for LAUSD. Have these industry leaders advise on the program, have them weigh in on the Course Outline of Record (CORS), and negotiate with them. Look at other schools in the region and find demand for 107 completers (students who completed the program). If the data is favorable, the CTE moves forward.

Advancement of CTE programs have access to Perkins Funds, Workforce funds that are not traditional.

Not everyone graduating from the program will go into interpreting. Some may choose to go into education. Add an ASL certificate in demand to demonstrate proficiency. Students may, after taking certificate courses, take an exam and earn a certificate in ASL. It would be a simple thing to do to add a certificate to the program. The difference between a CTE and a certificate are just two different levels of degrees with different proficiency limits.

Students can qualify to earn the campus certificate by completing 12 units (or less). Those students continuing on and earning more units would qualify for the degree. In order to help distinguish between the different options, create a flowchart to show the different pathways of what courses are needed for the certificate, the degree, or the CTE.

III. Review and Provide Ideas for Strengthening our 'Proposed New Program Request Form'

Recommended changes to the proposed program

- Recommended that a Linguistics course be considered as a replacement for a Fingerspelling course. Contact CSUN faculty and request a copy of a Linguistics course outline.
- Remove the Fingerspelling 002 class and increase Fingerspelling 001 to 2 units.
- Make ASL 001 - ASL 004 available in the summer and winter semesters.
- Officially change ASL 004 as a prerequisite for ASL 005. Move ASL 005 to the next semester.
- Students won't be voicing, safe to move ASL 010 to last semester, keep 2nd semester ASL 004, 3rd semester ASL 005 and ASL 006.
- Fall semester I is very intense with 17 units. The situation is not ideal for a new student. Consider shifting Creative Signing to the final semester. Consider shifting Fingerspelling to the 2nd semester.

Units and classes for each of the programs: CTE, AA, and Certificate

If offering a certificate, have a plan for how a student flows through the program for just the certificate. Some of these courses could just be for the certificate and not a requirement for the AA degree.

The AA program has 39 ASL specific units. About ½ of the courses are G.E. courses. The State is concerned about creating programs that require 80-90-100 units to complete. This program cannot avoid counting the G.E. units in order to satisfy the State's concern, the G.E. units are needed for the AA degree.

For the CTE, the program would require 18-20 units.

Additional recommendations:

- Start the AA program with ASL 004.
- Start the Certificate program with ASL 003.
- Creating a Lab component for ASL 003 could simplify ASL 003, ASL 004, and ASL 006.
- For the Certificate, offer a Creative Signing course.

Additional classes have to be worked in for AA degree, the total number of units are reasonably close to 60 units. Follow up with Cathleen Rozadilla, articulation counselor, to figure out how many units the program could go over the 60 units. Confirm with her how many units are required for the AA degree.

IV. Closing

R.Rose motioned to approve the course outline with today's comments inclusive of those comments posted on Basecamp by committee members that we not able to attend today's meeting. T.Garcia seconded the motion. It was unanimously agreed by the committee members to approve the course outline inclusive of the comments from today's advisory meeting along with the comments posted on Basecamp.

Thank you to our two Deans and to all of you for coming and participating.

Meeting adjourned at 11:30 am.

East Los Angeles College
Modern Languages Department (MLD)
American Sign Language Program

Interpreter Training Program Advisory Committee Meeting
Start time: 11:15 am – End Time: 12:35 pm
March 23, 2016

Attendees: Anthony Diaz, Tomás García, Kimberly Miller, Elino Pineda, David Rose, Norma Vega, Alma Verdujo (interpreter), and Irene Mah y Busch (secretary). Video Conference Attendees: Tracy Clark, Bob LoParo, Roberto Sandoval, and Nicholas Zerlentes.

Tomás thanked everyone for attending the Interpreter Training Program (ITP) Advisory Committee meeting. After brief introductions by everyone, Norma thanked everyone for attending and for helping to get the ASL AA degree approved. Norma informed everyone that, although this would be a lengthy process, she is committed to supporting and facilitating this process and getting it approved.

I. Vision of the American Sign Language Program at ELAC

ELAC's ASL program is run by two full-time faculty and eight adjunct faculty. This spring, 486 students were enrolled in ASL courses. Currently, 13 ASL courses are being offered from ASL 001 - ASL 004, including a class on Deaf Culture. Consistently, ASL courses reach an enrollment of 40 students per class. The Modern Languages Department would like to offer something more substantial to these students by creating a program that meets their expanding needs. The Modern Languages Department hopes to expand the ASL program by offering courses that address the following needs:

- Many Spanish-speaking parents enroll in ASL classes but end up dropping the classes because they do not speak English. ASL 12 is ASL 01 conducted in Spanish, a course created for the Spanish-speaking students/parents of Deaf children who want to learn ASL.
- We would like to provide sign language to all babies. The Baby Signs Certificate will help to ameliorate the disparity between Spanish-speaking hearing babies vs. affluent hearing babies who have access to resources and learn to sign at an earlier age. The Baby Signs Certificate program aims to bridge that gap.
- With the presence of Casa 0101, a Chicano Theatre, and with ELAC's Chicano student population, it would be a great opportunity to work and get involved with the Chicano community and propose ASL in Chicano theatre.

Currently, there are no ASL degree or certification programs offered by colleges that are in close proximity to our campus. This ITP will offer something more substantial for ELAC students interested in pursuing an ASL education. ELAC students wishing to continue their studies in ASL must transfer to CSUN, Pierce College, or El Camino College to earn a degree or a certificate. MLD is in the process of having courses ASL 004 and ASL 040 (Introduction to Deaf Culture) approved for transfer to CSUN and other colleges. Our goal is to establish an AA degree, an Associates in Interpreter Training, to provide a program in our community where there is none. This program will help to meet the demand for interpreters and help to support our Deaf community.

The Modern Languages Department is on the second phase of achieving our ultimate goal of an AA degree in ASL. The initial step was taken about two years ago when the curriculum for the AA degree was created. The support and approval of this committee is now needed to validate this ASL AA degree.

II. Challenges at ELAC

California community colleges and state universities have collaborated to create templates of courses appropriate for an Associate in Art for Transfer (AA-T). AA-T degrees are mostly designed by legislatures with some input from faculty and experts in the field. AA-T degrees are not as substantial as AA degrees because they are not designed exclusively by faculty experts. The reason for the AA-T degree is to push community college students to transfer out in two years.

The concern and urgency with creating the AA degree in ASL is due to the fact that once the AA-T degree is initiated by the state, it will be more difficult to sustain two degrees. The state may not approve our ASL AA degree once an AA-T degree in ASL exists. Although the trilingual portion of our ASL AA degree is not polished, this committee should pass it now before the AA-T degree is created by the state. We can polish and refine the AA degree once it has been approved.

A committee member wanted to know how difficult it would be to make changes to the degree once it was approved. It was speculated that there might be more bureaucratic paperwork to implement changes, but the protocol for altering an existing AA degree had yet to be investigated.

III. Validation of Demand for Interpreters within your District, Organization, or Community (Round Robin)

Below are some of the remarks made by those in attendance.

- The goal is to set up an ITP, in order to prepare students enough so they will be ready and qualified to get jobs. Every applicant applying to work as an interpreter in an educational institution must have a BA/BS to initially qualify for the job placement exam. In the past, applicants could qualify to take the exam without a degree. Now, California schools require Registry of Interpreters for the Deaf (RID) certification and Educational Interpreter Performance Assessment (EIPA) certification in order for applicants to qualify for the exam. EIPA applicants with or without an educational degree may take the EIPA exam. Many states require a certificate of competency using the EIPA in order to work as an educational interpreter.
- Community college programs should have courses that metrically align and are easily transferable to four-year programs. It was recommended that the AA degree be created as a transferable degree to UC and CSU schools. Overall, transferability would be good for the students and the program.
- It was the experience of a committee member that students who transfer into CSUN from smaller community colleges exhibit strong foreign language acquisition skills. Currently, there is a need and a demand for trilingual interpreters. If either of the student's languages are not strong, the student can compensate by relying on their cultural awareness and background.
- Make the AA degree unique, create a transfer curriculum with a strong Spanish involvement/influence which, in turn, will strengthen this program.
- Is the Board of Evaluation for Interpreters (BEI) recognized in any other state besides Texas? The BEI only requires an AA degree. California courts are not recognizing the BEI from Texas.
- What happens when students are not certified but have completed the ITP? In 2008, educational institutions implemented the BA/BS requirement for anyone interested in teaching. Within four years, by 2012, an educational requirement was implemented on everyone interested in taking the test. It was recommend that students begin in a community college and transfer to a four-year college. Some students felt that an AA degree was enough and did not transfer to a four-year program. Some students completed their BA/BS and continued on to a two-year interpreter program.

IV. Interpreter Training Program Proposal

FALL SEMESTER I		UNITS	NOTES
ASL 3	American Sign Language III	4	
ASL 101C	ASL Lab (ASL 3 Lab)	1	
ASL 16	Creative Signing	2	
ASL 40	Introduction to Deaf Culture	3	
ASL 30	Fingerspelling I	1	
English 101	College Reading and Composition I	3	
Gen Ed 3	Social Behavioral Sciences	3	
			17 Units Total (ASL= 11, GE= 6)
SPRING SEMESTER I		UNITS	NOTES
ASL 4	ASL IV	4	
ASL 101D	ASL Lab (ASL 4 Lab)	1	
ASL 5	Introduction to Interpreting	3	
ASL 31	Fingerspelling 2	1	
Anther 104	Human Language and Communication	3	
Speech 101	Oral Communication	3	
			15 Units Total (ASL=9, GE=6)
FALL SEMESTER II		UNITS	NOTES
ASL 6	English-to-Sign Interpreting/ Transliterating	4	
ASL 101E	ASL Lab (ASL 6 Lab)	1	
ASL 10	Sign-to-English Interpreting/ Transliterating	4	
ASL 22	Professional Issues and Practice I	2	
Gen Ed	Natural Sciences	3	
			14 Units Total (ASL=9, GE=5)

SPRING SEMESTER II		UNITS	NOTES
ASL 55	Interpreting	4	
ASL 65	Transliterating	4	
ASL 23	Professional Issues and Practice II	2	
Gen Ed	Health Education	2	
Gen Ed	Physical Education Activity	1	
			13 Units Total (ASL=10, GE=3)

IV. Discussion

When students return to the community college setting, they return for language acquisition; they return for focused linguistics, ASL V. In general, community colleges have created a setting where students achieve better language skills.

It was recommended that the 3rd and 4th semester courses of ASL 22 and ASL 23 (Professional Issues and Practice I and Practice II), include medical and court settings as topics of discussion. There is a need to expose the interpreter to the medical and mental health field. Interpreters must have a strong understanding of the English language and the mental health field because interpreters must be able to distinguish whether their clients have a language or mental health issue. Deaf individuals have been misdiagnosed by their interpreters due to the interpreter's lack of knowledge and training.

In the context of legal and medical interpretation, Deaf clients may be in need of a Certified Deaf Interpreter (CDI) to interpret. The CDI works as part of a team with a hearing ASL interpreter.

It was recommended that the information on the National Consortium of Interpreter Education Centers (NCEIC) be used as a reference in creating the ITP. NCEIC has a curriculum set up to train trilingual (ASL/Spanish/English) interpreters.

Different interpreter training programs exist for Hearing and Deaf Interpreters. Although, the language of the court is English, there is a greater need for Spanish trilingual interpreters in the court. Interpreters should apply for Special Certification in Legal setting (SCL) once they are certified nationally.

The Spanish-speaking Deaf community's needs are not being met. The organization Council de Manos is currently trying to establish a trilingual Support Service Provider (SSP) program; they hope the program will be in place by summer 2016.

LAUSD has a large Deaf or Hard of Hearing (DHH) population. LAUSD has critical needs in trying to service 183 deaf and blind students with low cognitive levels. Interpreters in LAUSD are required to have a BA and be EIPA certified. It is important that interpreters be trilingual to service the large population of transient people from Mexico whose English is very limited. Specializing this ITP as a trilingual interpreter program will make this program grow as there is no other program like it.

High schools face the challenge of being unable to hire certified educational interpreters because there are very few of them, because of the requirements placed upon them, and because they are insufficiently compensated. Because the schools are required by law to have

an interpreter present, many districts are bending rules to bring interpreters on board. A large disparity in training levels and skill levels is noted among the educational interpreters hired.

The ITP's course syllabus is a two-year, four semester program. Most of the classes are transferable to UC and CSU. It is similar to the program currently offered by Pierce College. It is important that the ASL degree be set up ASAP. After the degree has been approved, Norma may modify it, if there is a need.

The following were recommended for the ITP:

- ASL for Heritage Spanish-speakers, a linguistics course.
- Create an interpreter training program linked to a Spanish program: ASL/Spanish - Interpreter Education.
- A 3-unit course introducing the interpreter to medical, legal, or theatrical terminology.
- Potential to expand the program to a CDI program.
- Encourage Deaf individuals to be involved in the creation of the curriculum.
- Interpreters must be competent in Deaf Culture and be knowledgeable of the Deaf and the Blind.

Additional comments were made in support of this program:

- There is a high demand for interpreters that is unmet. Hearing students who are having trouble finding jobs, this would be a great career path for them as ASL interpreters.
- In relay interpreting, there is a demand for Spanish-speaking ASL interpreters.
- Overall, Spanish-speaking interpreters are highly desirable and are in high demand.

IV. Closing

It was reiterated that there is a limited time frame to set up the ITP before the state intervenes with its ASL AA-T degree. Creation of this ASL AA degree will imitate the ASL/Interpreting Program by Pierce College; however, it will be modified to ensure that language acquisition is a strong component of this program. It is unclear when the ITP will be approved as the Chancellor's office is under staffed. The proposed ITP is supported and has been unanimously approved by all in attendance of the ITP Advisory Committee meeting.

This advisory committee should meet at least once a year. Tomás will be contacting committee members regarding the next meeting. Expect the next meeting to take place over the summer months.

Tomás requested that the attendees fill out the attached questionnaire and submit it back to him.

Thanks to everyone for your input, your time, and your support of this program.