**Meeting Minutes**

June 3, 2018

1:00-3:00 pm

**Members present:**

Amanda Bosworth, Coordinator, North Coastal Consortium for Special Education

[abosworth@sdcoe.net](mailto:abosworth@sdcoe.net)

Nathan Brown, NIC – Vice President, San Diego County Registry of Interpreters for the Deaf

[Vice-president@sdcrid.org](mailto:Vice-president@sdcrid.org)

Geri Mu, M.A., NIC Master - Former Palomar instructor, freelance interpreter, National Interpreter Testing Development Committee member, San Diego County RID Mentorship Program Co-Coordinator

[gmu@pipeline.com](mailto:gmu@pipeline.com)

Juan Reynoso – Palomar interpreting alumnus, current student in online BA program for interpreters, Instructional Signing Aide at Bear Valley Middle School and LR Green.

[jreynoso@eusd.org](mailto:jreynoso@eusd.org)

Todd Tourville, M.A., CI, CT - Former Palomar interpreting instructor, freelance interpreter, Sorenson Communication Video Interpreter.

[tourv001@me.com](mailto:tourv001@me.com)

Ex officio members:

Liz Mendoza [mmendoza@palomar.edu](mailto:mmendoza@palomar.edu)

Melissa Smith [mbsmith@palomar.edu](mailto:mbsmith@palomar.edu)

Not present:

Phil Carmona [phil@riseinterpreting.com](mailto:phil@riseinterpreting.com), Owner, RISE Interpreting, or Sara from RISE

Amy Seaman, Teacher of the Deaf, SDUSD

Andrea Pond [ajcartwright@gmail.com](mailto:ajcartwright@gmail.com), YPIN Founder

Bobby Crocker – Deaf Community Services Employment Development Department, Lead Employment Advisor

Peggy Lott – Professor UCSD

Dorian Yanke – Professor Cuyamaca College

Lynnette Miller (Deaf) - SD County Social Worker, Organizer of KodaWest-San Diego

Meeting Called to order by Melissa at 1:21pm

Minutes approved (Nathan/Todd)

Google Docs:

Folder: [interpretpalomar@gmail.com](mailto:interpretpalomar@gmail.com)

PW: 1nterpret

|  |  |  |
| --- | --- | --- |
| **Assigned** |  | **Recommendation** |
|  |  |  |
| Dorian/ |  | Develop and revise curriculum |
| Nathan/Lynnette |  | More advanced ASL classes (e.g., ASL linguistics) |
| Todd/Liz/Melissa |  | Changing degree to ASL-English Translation and Interpretation Studies |
| Peggy/Dorian |  | Screening (pre-requisites, skills) |
| Geri/Bobby/Juan |  | Track post-graduates data (employment, advanced education, satisfaction) |
| Amanda/Jeff/Bobby |  | Develop formalized internship partnerships |
|  |  |  |

Reports:

1. Dorian – Develop and revise curriculum
   1. No report
2. Nathan/Lynnette – More advanced ASL Classes (e.g., ASL Linguistics)
   1. Report on Google Docs – all community colleges in California have an advanced ASL classes/Intro to interpreting classes.
   2. ASL V, possible another ASL class, linguistics, classifiers
3. Todd/Liz/Melissa – Changing degree to ASL-English Translation and Interpretation Studies
   1. Todd – Results from research studies on two-year programs. Results state that no, two-year programs cannot educate and train students to interpret in two-years. Students don’t have fluency in their second language, as well as weak foundation in native language, at the same time teaching interpreting.

Getting the message to decision-makers:

Cost/benefit ratio

Costs more for people to fail

Impact on everyone

There was a discussion regarding partnerships with local universities but there seems to be pushback from universities for establishing a new program. ASL classes are only offered at the basic level at SDSU and no ASL classes are offered at CSUSM.

Action Items due 30 June 2018:

1. Nathan/Lynnette:
   1. What is the total number of units for colleges that offer advanced ASL classes?
   2. What are the names of all of the colleges in California?
   3. What are the total number of units required for certificate (not degree)?

|  |  |  |
| --- | --- | --- |
| College Name | # of language courses | # units for certificate |
| Palomar |  |  |
| Mesa |  |  |
| Etc. |  |  |
|  |  |  |

1. Todd:
   1. How to leverage RID’s Alternative Pathway requirements and how to provide 120 units and partner with other universities/continuing education, etc.
   2. Look for TOEFL requirements
2. Someone: If you want to create interpreters, THIS is needed:
   1. Develop a position statement to submit to Palomar
   2. Entry requirements
   3. Exit expectations based on realistic and appropriate high expectations that are attainable for at least 70% of the students admitted into the program.
3. Liz:
   1. Follow up with the colleges on the spreadsheet:
      1. Retention rates
      2. Student cap
4. Juan (point of contact)/Liz/Geri (draft letter)/Melissa/Kate:
   1. Populate the current student list to follow up with current emails.
      1. Will use this list to find out where students are now
      2. What are they doing now?
5. Amanda:
   1. Possible partnerships with Palomar, NCCSE, DCS, and maybe Howard Community College in Texas.

Next meeting is August 26, 2018 from 1:00pm-3:00pm.

Meeting adjourned 3:10pm.