

## Palomar College ASL/English Interpreting Program Advisory Board

**Meeting Minutes**  
December 6, 2020  
10:00 am – 12:00pm

### **Members present:**

Todd Tourville  
Geri Mu  
Peggy Lott, Co-Chair  
Bobby Crocker

### **Ex officio members present:**

Liz Mendoza

### **Not present:**

Jamie Gould-Shatwell  
Sara Groves  
Juan Reynoso  
Amanda Bosworth  
Melissa Smith

### **Call to order:**

Meeting was called to order at 10:10 am by Liz Mendoza

### **Review of prior meeting minutes and action:**

Review and approval of April 2020 minutes (Tourville/Crocker)

### **New Business:**

#### Hours required for Service Learning

With the new self-quarantine restrictions, students are struggling to find hours. Students were afforded a few opportunities but were not able to earn the required hours. Service learning requirements will be dropped next semester.

Bobby volunteered to help students in the Fieldwork class in the spring by presenting in ASL so that students can practice interpreting.

#### Perkins Grant:

Palomar was approved for \$7500 to develop online resources for the interpreting program. This includes online curriculum development, filming source language videos, and educational interpreting materials.

### Lab Classes

Liz and Melissa continue to want the ASL lab classes required, but because of Palomar's financial situation, that requirement has been postponed. Since ASL I-IV are pre-requisites of the interpreting program, this directly affects our students and the language foundation required for interpreting.

### Concerns

Advisory Board has concerns about ASL adjunct prioritization hiring that directly affects the interpreting program. The prioritizing policy unintentionally excludes qualified native signers and prioritizes non-native signers.

### Discussion

Bobby suggested having Fieldwork students work together in teams with hearing and Deaf people for a period of time, then rearrange teams so that students have the opportunity to become accustomed to a certain signing style, but at the same time, be challenged with someone new.

Sorenson works with Amazon, who will have four new Fulfillment Centers soon in Rancho Bernardo, Vista, Poway, and Carlsbad. There might be a possibility for student observation.

Todd suggested that Liz or Melissa ask Denise again about observations through Zoom.

### **Program successes** - NTID internship, newly certified - Melissa and Liz

- One of Palomar's graduates from 2020 was selected for a highly competitive graduate program at Gallaudet University.
- Another graduated in 2019, was recently awarded NIC from RID. This student will be graduating from a highly competitive graduate program at Gallaudet University and is applying for a PhD program at UCSD.
- A third graduate from 2018, earned a 3.9 on the EIPA and will be transferring to WOU, where he can work as an educational interpreter (Oregon requires a minimum score of 3.5)

**Program email address:** [interpretingprogram@palomar.edu](mailto:interpretingprogram@palomar.edu)

### **Board Declarations of Support**

Declaration of support: The Board continues to express strong support awarding a BA degree to students who successfully complete Palomar's ASL - English Translation and Interpreting Studies program.

**Motion to adjourn** (Tourville/Crocker): 10:57 am  
Motion carried

**Palomar College ASL-English Translation & Interpreting Program Advisory Board**  
Program email address: [interpretingprogram@palomar.edu](mailto:interpretingprogram@palomar.edu)

**Meeting Minutes**  
18 April 2021  
10:00 am – 12:00 am

**Members present:**

Bobby Crocker  
Jamie Gould-Shatwell  
Todd Tourville

**Ex officio members present:**

Liz Mendoza  
Melissa Smith

**Not present:**

Peggy Lott, Co-Chair  
Amanda Bosworth  
Geri Mu  
Juan Reynoso

**Call to order:**

Meeting was called to order at 10:07 am by Liz Mendoza

**Review of prior meeting minutes and action:**

Continued discussion on 18 April 2021.

**New Business:**

Melisa Smith will retire at the end of the semester. Liz will be teaching the interpreting classes.

Jamie brought up a discussion regarding Open Education Resources (OER)/Zero Textbook Cost (ZTC). However, ASL has no open license books. California state is pushing ZTC. It's happening in Portland, OR.

**Hours required for Service Learning**

With the continued quarantine restrictions, students have been able to use the system that Fieldwork students developed last year and have been able to earn hours. Learning interpreting through zoom is extremely challenging. Students are only observing recorded interpretations, not live interpretations. During the past year, students have observed interpreting through Zoom, and have practiced hands-up interpreting through Zoom. Students will have to learn a new skill set when they are able to interpret in

a face-to-face setting. Jamie has kindly offered observation opportunities for students during her Monday faculty meetings 11-12:30 for students to observe.

Perkins Grant:

Palomar was approved for \$7500 to develop online resources for the interpreting program. This includes online curriculum development, filming source language videos, and educational interpreting materials. Filming was started and will continue.

Lab Classes:

Liz and Melissa continue to want the ASL lab classes required, but because of Palomar's financial situation, that requirement has been postponed. Since ASL I-IV are pre-requisites of the interpreting program, this directly affects our students and the language foundation required for interpreting. ASL I-IV are going through the curriculum change process in Meta.

Concerns

*ASL-English Translation & Interpretation Program:*

With Melissa's retirement, there are concerns that unqualified faculty are being considered to teach interpreting. The Faculty Service Area (FSA) has not been considered. The Faculty Service Area (FSA) has three requirements:

- A. Possession of the minimum qualifications for ASL-English Interpreting, or the equivalent, as determined by the State Academic Senate and the Board of Governors, AND
- B. Must have taught ASL-English Translation and/or Interpretation, or related field, for a minimum of two semesters within the last three years. In addition, the candidate must be sufficiently familiar with ASL-English Translation and/or Interpretation at the introductory level as evidenced by teaching experience, research and/or graduate level coursework; AND
- C. Possess evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the currency in the fields of ASL-English Translation and/or Interpretation.

*ASL Program:*

Advisory Board has concerns about ASL adjunct prioritization hiring that directly affects the interpreting program. The prioritizing policy unintentionally excludes qualified native signers and prioritizes non-native signers. ASL I and II are good, but ASL III and IV need improvement in structure and standardized content (use of space-geographical). Concern that non-native ASL users are getting higher seniority because they are being offered more classes than native ASL users

### **Recommendations**

1. Since the ASL program/Deaf Studies degree is separate from the ASL-English Translation and Interpreting program, we should apply for status as a different discipline for separate dept chairs – discipline coordinator. Each discipline coordinator will be responsible for hiring within their respective discipline.
2. Change the FSA to require a bachelor's degree to teach interpreting.
3. Continue to advocate for a bachelor's degree program.
4. Speech and ASL should have Department Co-chairs since the programs are vastly different and Speech and ASL staff their own classes.
5. Articulation agreements with universities-final semester to send Fieldwork students for internships.
6. Establish a coalition with the state chancellor to set up BA programs in northern and southern CA.
7. Check other advisory boards with other colleges to see what recommendations they have made.
8. Ask the Union if there is a handbook for hiring faculty and if there is protocol for how to offer classes

### **Program successes**

- One of Palomar's graduates from 2020 was selected for a highly competitive graduate program at Gallaudet University.
- Another graduated in 2019, was recently awarded NIC from RID. This student will be graduating from a highly competitive graduate program at Gallaudet University and is applying for a PhD program at UCSD.
- A third graduate from 2018, earned a 3.9 on the EIPA and will be transferring to WOU, where he can work as an educational interpreter (Oregon requires a minimum score of 3.5)

### **Board Declarations of Support**

Declaration of support: The Board continues to express strong support awarding a BA degree to students who successfully complete Palomar's ASL - English Translation and Interpreting Studies program.

**Motion to adjourn** (Crocker/Lott): 11:35 am

Motion carried

**Palomar College ASL-English Translation & Interpreting Program Advisory Board**  
Program email address: [interpretingprogram@palomar.edu](mailto:interpretingprogram@palomar.edu)

**Meeting Minutes**

24 April 2021

9:00 am – 10:30 am

**Members present:**

Peggy Lott, Co-Chair  
Amanda Bosworth  
Bobby Crocker  
Jamie Gould-Shatwell  
Geri Mu

**Ex officio members present:**

Liz Mendoza

**Not present:**

Juan Reynoso  
Todd Tourville  
Melissa Smith

**Call to order:**

Meeting was called to order at 9:06 am by Liz Mendoza

**Review of prior meeting minutes and action:**

Continued discussion from 18 April 2021.

**New Business:**

A discussion of concerns regarding the staffing changes.

*ASL-English Translation & Interpretation Program:*

With Melissa's retirement, there are concerns that unqualified faculty are being considered to teach interpreting.

- Administration prioritizes seniority in the department over quality of instruction
- Appear to be unaware that ASL Education and Interpreter Education are two separate fields, and it should not be assumed that someone with expertise in one is also qualified to teach the other.
- Mistakenly assume that working experience as an interpreter qualifies one to teach the discipline.

- The Speech/ASL and Interpreting department structure is flawed in that department chairs have no expertise in each other's discipline and rely upon another faculty member to make hiring decisions for that discipline.
- A relative may be advocating for a particular selection to teach.
- There has not been a job announcement for a part-time Interpreting faculty.
- The Faculty Service Area (FSA) has not been considered. The Faculty Service Area (FSA) has three requirements:
  - A. Possession of the minimum qualifications for ASL-English Interpreting, or the equivalent, as determined by the State Academic Senate and the Board of Governors, AND
  - B. Must have taught ASL-English Translation and/or Interpretation, or related field, for a minimum of two semesters within the last three years. In addition, the candidate must be sufficiently familiar with ASL-English Translation and/or Interpretation at the introductory level as evidenced by teaching experience, research and/or graduate level coursework; AND
  - C. Possess evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the currency in the fields of ASL-English Translation and/or Interpretation.
- It would be recommended for Palomar to use the CCIE's standards as a guide for setting future instructor qualifications. CCIE is the accrediting body for Interpreter Education in the United States.

<http://www.ccie-accreditation.org/standards.html>

This document sets forth the expectations of the Commission of Collegiate Interpreter Education (CCIE) for Interpreter Education within the United States and Canada. It is also intended to serve as a reference for those designing interpreter education programs and evaluating, and analyzing postsecondary professional interpreter education programs. The 10 standards below address institutional practices, faculty governance, curriculum development, practicum supervision, and assessment of interpreter education. The 10 standards provide a common set of expectations about what basic knowledge and competencies interpreting students should acquire.

#### Standard 4.0: Faculty

4.1 The program director or coordinator has, at a minimum, a master's degree, has experience in administration and interpreter education, and is a certified interpreter, who is also active in the interpreting profession (e.g. research, involvement with interpreting organizations, and/or interpreting).

Evidence must include the responsible individual's resume or curriculum vitae and a narrative of that individual's qualifications.

4.2 Faculty members (full-time, part-time, and adjunct) are academically qualified (holding at least one degree above the students they are teaching), experientially prepared, and hold a valid certification for their assigned courses. If there is a deviation from this criterion (e.g. during times when certification exams are suspended), the program must provide additional documentation of the teacher's training and experience.

Evidence must include the appropriateness of degree level, practical or educational experience, and other indicators of competence specific to the assigned responsibilities in the program. Include a rationale for instruction by an individual with other professional qualifications that satisfy institutional policy. Evidence of individuals holding other qualifications must include the resumes or curriculum vita of program faculty and include (in chart form) faculty names, their degree levels and/or other indicators of competence, certification, tenure or non-tenure track status, and respective assigned courses.

4.3 Program faculty include a minimum of two members who hold continuing, full-time teaching appointments at the institution.

Evidence of continuous, full-time teaching appointments must be provided.

4.4 The program strives to recruit and retain qualified deaf or deafblind individuals as fulltime, part-time, and/or adjunct faculty members.

Evidence must demonstrate strategies and efforts to recruit (e.g., job announcements) and retain (e.g., interpreting policies and access/accommodation support) faculty members who are of the deaf or deafblind community.

4.5 The faculty are collectively diverse and/or the students have documented exposure to individuals with diverse life experiences, perspectives, and backgrounds.

Evidence must include strategies and efforts to recruit and retain faculty members who are diverse with respect to gender, race, ethnicity, and sexual orientation. The curriculum materials and resources must reflect individuals with diverse life experiences.

Evidence may also include information about faculty engagement and collaboration with groups that expose students to diversity.

4.6 The number of faculty (full-time, part-time, and adjunct) is sufficient to provide a student/faculty ratio of 15:1 (required) or 12:1 (recommended) in interpreting skills-based courses.

Evidence must include documentation that:

- The program provides pedagogically sound faculty/student ratios for specific course content;
- The maximum recommended student/faculty ratio is 12:1 and CCIE requires a 15:1 ratio for advanced language and interpreting development coursework; and
- The maximum recommended faculty/student ratio is 10:1 for field experiences (e.g., interpreting practicum or internship). If the program's student/faculty ratio exceeds the recommended maximum ratios, a narrative must provide justification.

4.7 The institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and interpreting practice, upkeeping the institution's mission, goals, and expected faculty outcomes.

Evidence must include documentation that institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, parttime, adjunct, tenured, non-tenured, or other) and is congruent with the mission, goals, and expected faculty outcomes. Evidence must include documentation that:



- Faculty have opportunities for ongoing development in teaching.
- If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.
- If service is an expected faculty outcome, expected service is clearly defined and supported.
- If interpreting practice is expected of faculty, opportunities are provided for faculty to maintain competence.
- Institutional support ensures maintenance of currency in clinical practice for faculty in roles that require it.

4.8 Full-time faculty members demonstrate currency and maintain competence in the field of interpreting and interpreter education.

Evidence must provide information about how faculty members maintain competence and remain current in the field.

4.9 Performance reviews are conducted for all faculty (full-time, part-time, and adjunct).

Evidence must include all of the following:

- A description of the mechanisms for regular assessment of all faculty by program leadership (e.g., director, chair, evaluation committee) in accordance with institutional policy and guidelines;
- A copy of the form or template used for assessment;
- Confirmation that student evaluations are included in this assessment;
- A description of the procedures for communicating assessment results to individual faculty members; and
- A description of the procedures for communication and remediation of less than satisfactory assessment results.

#### *ASL Program:*

Advisory Board has concerns about ASL adjunct prioritization hiring that directly affects the interpreting program. The prioritizing policy unintentionally excludes qualified native signers and prioritizes non-native signers. ASL I and II are good, but ASL III and IV need improvement in structure and standardized content (use of space-geographical). Concern that non-native ASL users are getting higher seniority because they are being offered more classes than native ASL users

#### **Recommendations**

1. Since the ASL program/Deaf Studies degree is separate from the ASL-English Translation and Interpreting program, we should apply for status as a different discipline for separate dept chairs – discipline coordinator. Each discipline coordinator will be responsible for hiring within their respective discipline.
2. Change the FSA to require a bachelor's degree to teach interpreting.
3. Continue to advocate for a bachelor's degree program.
4. Speech and ASL should have Department Co-chairs since the programs are vastly different and Speech and ASL staff their own classes.
5. Articulation agreements with universities-final semester to send Fieldwork students for internships.
6. Establish a coalition with the state chancellor to set up BA programs in northern and southern CA.

7. Check other advisory boards with other colleges to see what recommendations they have made.
8. Ask the Union if there is a handbook for hiring faculty and if there is protocol for how to offer classes. (Done-this is done through the Department Bylaws, which have not been drafted.)

#### **Program successes**

- One of Palomar's graduates from 2020 was selected for a highly competitive graduate program at Gallaudet University.
- Another graduated in 2019, was recently awarded NIC from RID. This student will be graduating from a highly competitive graduate program at Gallaudet University and is applying for a PhD program at UCSD.
- A third graduate from 2018, earned a 3.9 on the EIPA and will be transferring to WOU, where he can work as an educational interpreter (Oregon requires a minimum score of 3.5)
- A current student in the last semester of the program is graduating with a BA in Deaf Studies at Gallaudet University and was accepted into the NTID Apprenticeship Program and will start in the fall.

#### **Board Declarations of Support**

Declaration of support: The Board continues to express strong support awarding a BA degree to students who successfully complete Palomar's ASL - English Translation and Interpreting Studies program.

**Motion to adjourn** (Tourville/Crocker): 10:27 am

Motion carried