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| **Discipline: American Sign Language** | **Date 1/20/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Kevin McLellan, Melissa B. Smith, Kevin Struxness** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   Within the ASL discipline, there exist 2 unofficial different disciplines: ASL,which meets the 2nd language requirements just like Spanish or French, and the ITP (Interpreter Training Program), which instructs and trains students to become interpreters for ASL/English.  We have experienced considerable growth from 12-13 to 13-14 while many others are cutting back. We have streamlined our schedule to better serve morning, afternoon, and evening populations of students. We are offering higher levels of courses that have not been offered previously in the early mornings and evenings. We would offer interpreting classes during the day as well if we had another full-time faculty member to instruct these additional classes. It is difficult and challenging to find even part-time faculty who are qualified and available to instruct ITP classes as it is. All of these adjustments in scheduling are completely dependent on hourly faculty, who are very few in number in this highly specialized field.  Anticipation of increased enrollment in interpreting classes:  Mesa College, the closest college to Palomar with an interpreting program, has recently changed the structure of its program in a way that is likely to increase the number of students enrolling in interpreting classes at Palomar. In an effort to increase enrollment numbers for the highly advanced interpreting classes (traditionally very low due to the difficulty of the specialized skills required to succeed), Mesa College has elected to change to a cohort-based program. This means they will only allow new students to enroll in interpreting classes every two years in the fall. I expect this to have a significant impact on the interpreting program at Palomar because of the language proficiencies required to succeed in interpreting programs. Interpreting is a highly specialized skill. All spoken language translation and interpretation programs are post-baccalaureate. Because of legislative mandates regarding the provision of access, signed language interpreting programs sprang up rapidly around the country. Most are at 2-year institutions. To compensate for the fact that students learning to interpret should already be fluent in at least two working languages, ASL-English interpreting programs like those at Palomar and Mesa often require four semesters of ASL before students can enroll in beginning interpreting classes. Students who are learning a new language must continue studying and practicing that language in order to retain what they have learned. If a student completes ASL 4 in the fall of the semester a cohort has just begun, that student will have to wait until the next cohort cycle begins (1 1/2 years after they have completed ASL 4). For this reason, I anticipate that students who are seriously considering a career in interpreting will likely drive to Palomar to continue their education. This is likely to increase the number of students enrolling in interpreting classes at Palomar.  Anticipation of increased enrollment in lab classes:  The American Sign Language/Interpreting Lab doubled in size with the move to the new Humanities Building. Because there is more space to accommodate students, we are now able to advertise ASL Lab classes. More students are likely to attend the lab and enroll in lab classes because of the increased visibility in the new building as opposed to our former location, hidden between the Fashion trailer and Welding.  In addition, we are currently working on proposed curriculum revisions that will significantly increase the number of lab hours required of American Sign Language and/or interpreting students.  The San Diego Community College District, Grossmont Cuyamaca Community College District, and Riverside Community College District now all require between 1-3 hours of lab time per week. Currently, Palomar has no lab requirement. This will make it difficult for our students to transfer to another community college in the region. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   In summary, as requested, the ASL program has its course and program SLOs defined as can be located in TracDat and on the college website since no request was called for on this form. In review, we are satisfied with the ongoing success of the SLOs in individual classes with an 80% success rate. Hence, we see no need to make any changes to the SLOs at this time. Students are achieving beyond expectations in all levels of ASL. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   Currently, we are in the process of developing additional labs for the ITP, applying for an AS degree in Deaf Studies and applying for Multicultural Studies status for our ASL 110 "Awareness of Deaf Culture" course.  For 6 of the past 7 years, potential graduates' unrehearsed interpretations have been rated by a panel of three instructors that included at least 1 Palomar College interpreting faculty and 1-2 outside community members. All three raters hold national certification as professional interpreters. Approximately 75% of our interpreting students go on to advanced degrees and/or obtaining employment as interpreters in the local community, in California, or in other states.  Newly published accreditation requirements:  According to the Commission on Collegiate Interpreter Education, the number of faculty should provide a faculty/student ratio that is conducive to the nature of the course and provides students access to faculty. It states, "the maximum recommended faculty/student ratio is 1:12 for interpreting skill development coursework, and the maximum recommended faculty/student ratio is 1:10 for field experiences (e.g., interpreting practicum or internship).  In addition, programs seeking accreditation must include an authentic interpreting fieldwork experience where students are supervised by interpreter mentors who are nationally certified, holding psychometrically reliable and valid credentials.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Our current and future interpreting students are impacted negatively by a less than adequate faculty/student ratio. Furthermore, our program needs to develop formal paid partnerships with interpreter mentors who are nationally certified professional interpreters. Failure to address these issues will prevent accreditation of Palomar's ASL-English interpreting program.  Accreditation standards for interpreting require the curriculum to address competencies related to human relations  and professionalism, and experts in the field are bemoaning the lack of active participation by Deaf mentors and language models and mentors. The Commission on Collegiate Interpreter Education (CCIE) require programs to cover:  service-learning, community engagement/civic responsibility to stakeholder communities, professional  roles, and boundary flexibility when functioning as Deaf community allies, as well as to develop sensitivity to the effects of oppression and discrimination, the influence of power and privilege within multicultural and diverse populations, majority and minority culture dynamics, and dynamics of cross-cultural interactions. Leaders in the field are calling for interpreters to understand the constructs of social justice and become more aware of how decisions on the job impact the lives of the people whom they serve.  Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community.  Having a new two-year degree in Deaf Studies for ASL students is an essential first step for students who choose to pursue a long-term degree in interpreting. The current degree in Interpreting takes a student at least four years to acquire in order for them to gain the proficiency needed to be successful in testing for state and national certification. New endeavors allowing selected California Community Colleges to provide four-year degrees in fields where UCs and CSUs aren't offering degrees in certain fields in the local area. Our Palomar College ITP falls into this specialized situation. We plan to seek the opportunity to provide a bachelor's degree in Interpreting for Southern California. Hopefully, in the coming years, students will be able to earn an AS degree in Deaf Studies and a BS degree in ASL/English Interpreting right here at Palomar College. Having a built-in multicultural requirement course in our program will be very advantageous for students as well. As it is, students transfer their ASL units to four-year universities to satisfy Humanities requirements and Language Other than English requirements. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   According to the Occupational Outlook Handbook released by the Bureau of Labor Statistics (2013), “Employment of interpreters and translators is expected to grow 42 percent from 2010 to 2020, much faster than the average for all occupations…Job opportunities should be best for those who have professional certification.” It also indicates that a Bachelor’s degree is required for entry-level work and that long-term on-the-job training will occur.  Labor Market data indicates that curriculum offerings and availability of classes need to be expanded. The demand for interpreters in the U.S. remains high. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   We purchased 10 laptop computers that allowed our interpreting students to record their interpretations and analyze their interpretations using digital video technology. This was exceptionally critical because our analog equipment in the previous lab was outdated and broken. The laptops allowed us to continue serving students with no disruption.  In addition, we received some money to begin replacing our library of videos.We have begun to update our library of holdings in the ASL/Interpreting Lab. We need to continue replacing our VHS tapes with DVDs. In addition, we would like to purchase DVDs that have been produced in the last 5 years to update and modernize our holdings.  NOTE: THIS INFORMATION IN THE NEXT 3 PARAGRAPHS IS A DUPLICATION OF WHAT IS ABOVE (PP 4-5).  Our current and future interpreting students are impacted negatively by a less than adequate faculty/student ratio. Furthermore, our program needs to develop formal paid partnerships with interpreter mentors who are nationally certified professional interpreters. Failure to address these issues will prevent accreditation of Palomar's ASL-English interpreting program.  Last year's goals:  1. To hire a full-time Interpreter Trainer faculty  No hire yet.  2. To hire one full-time ASL/Deaf Studies faculty.  No hire yet.  3. To develop a new ASL/Deaf Studies degree for the first two years of study  We are still in the process of applying for the Deaf Studies AS Degree, exploring options of lab requirements for ASL and interpreting skills classes, and hoping to seek the opportunity to provide a baccalaureate degree in ASL-English interpreting.  4. To hire one full-time and one part-time ASL Lab Technician  No hire yet.  New goals  5. Goal: Encouraging active participation by Deaf mentors and language mentors  Accreditation standards for interpreting requires the curriculum to address competencies related to human relations  and professionalism, and experts in the field are bemoaning the lack of active participation by Deaf mentors and language models and mentors. The Commission on Collegiate Interpreter Education (CCIE) require programs to cover:  service-learning, community engagement/civic responsibility to stakeholder communities, professional  roles, and boundary flexibility when functioning as Deaf community allies, as well as to develop sensitivity to the effects of oppression and discrimination, the influence of power and privilege within multicultural and diverse populations, majority and minority culture dynamics, and dynamics of cross-cultural interactions. Leaders in the field are calling for interpreters to understand the constructs of social justice and become more aware of how decisions on the job impact the lives of the people whom they serve.  Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community.  6. Goal: Developing additional lab hours for the ITP; making necessary curricular changes  Currently, only 2 units of lab pay are offered to one faculty member who is primarily responsible for the American Sign Language/Interpreting Lab. For two units of lab pay, one faculty member is solely responsible for:  -Recruitment, hiring, and supervision of lab technicians which is further complicated by the fact that there are no permanent positions available as of yet for lab technicians resulting in high turnover rates, even though the lab was established more than 10 years ago.  -Acquisition and troubleshooting related to technology (computers, video and audio recording equipment, and software) and communicating with IS or outside consultants regarding specialized needs for interpreting students.  -College business, curriculum development and assessment for four 1-unit ASL Lab classes.  -Marketing and publicity including orientation videos, flyers and printed materials, e-flyers, and social media.  -Student advising regarding lab requirements and transfer.  -Providing or arranging training for faculty regarding available equipment and software.  7. Applying for Multicultural Requirement status for our ASL 110 "Awareness of Deaf Culture" course.  8. Investigating viability of applying for 4-year ASL/English Interpreting degree program. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Registry of Interpreters for the Deaf conference or Deaf Studies/**  **International Research Conference** | **500010** | **3, 6, 8** | **1.2, 1.4, 3.2** | **Stay current in the field of interpreting and Deaf Studies related research. For one faculty member. (August 8-12, 2015, New Orleans, LA; travel $300, registration -- unknown at present, hotel $1000, meals -- $200)** | **$1500** |
| **e2.** | **Conference of Interpreter Trainers** | **500010** | **3, 6, 8** | **1.2, 1.4, 3.2** | **Stay current in the field of interpreter education. For one faculty member. (October 26-29; Lexington, KY; travel $500, registration -- unknown at present, hotel -- $600, meals -- $200)** | **$1300** |
| **e3.** | **Deaf Nation World Expo (Las Vegas; July 6-8, 2016) and National Association of the Deaf Conference; July 9, 2016; Phoenix, AZ** | **500010** | **3, 8** | **1.2, 1.4, 3.2** | **One trip -- two conferences. To keep abreast in current trends and networking with professionals in the field of Deaf Studies. Recuit instructors; promote ASL Program at Palomar College. For one faculty member. Travel by car: $280; registration $150; hotel $100; food $46; Travel by car $280; hotel $300; food $138** | **$1294** |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **STH** | **230010** | **1, 2, 4, 6** | **1.5, 4.1** | **STH (need 40 hrs/week\*40weeks/year\*11/hr) -- We have made a request for 2 permanent, FT positions to staff our ASL Interpreting Lab; since the granting and filling of positions has been taking a very long time at the college, we request funds for STH coverage, which at least allows us to keep the lab open, though does not provide for coverage at a level that we truly require.** | **$17,600** |
| **f2.** | **Deaf and Interpreter Mentors** | **230010** | **5** | **1.2** | **We have made a request for 2 permanent, FT positions to staff our ASL Interpreting Lab; since the granting and filling of positions has been taking a very long time at the college, we request funds for STH coverage, which at least allows us to keep the lab open, though does not provide for coverage at a level that we truly require.**  **Accreditation standards for interpreting requires the curriculum to address competencies related to human relations and professionalism, and experts in the field are bemoaning the lack of active participation by Deaf mentors and language models and mentors. The Commission on Collegiate Interpreter Education (CCIE) require programs to cover:**  **service-learning; community engagement/civic responsibility to stakeholder communities, professional roles, and boundary flexibility when functioning as Deaf community allies, as well as to develop sensitivity to the effects of oppression and discrimination; the influence of power and privilege within multicultural and diverse populations; majority and minority culture dynamics; and dynamics of cross-cultural interactions.**  **Leaders in the field are calling for interpreters to understand the constructs of social justice and become more aware of how decisions on the job impact the lives of the people whom they serve.**  **Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community.**  **Prerequisites to apply to participate in the accreditation process state that the program must:**  **include an authentic interpreting fieldwork experience where**  **students are supervised by interpreter mentors who are nationally certified, holding psychometrically reliable and valid credentials.** | **$28,800** |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Deaf and Interpreter Mentors** | **230010** | **5** | **1.2** | **We have made a request for 2 permanent, FT positions to staff our ASL Interpreting Lab; since the granting and filling of positions has been taking a very long time at the college, we request funds for STH coverage, which at least allows us to keep the lab open, though does not provide for coverage at a level that we truly require.**  **Accreditation standards for interpreting requires the curriculum to address competencies related to human relations and professionalism, and experts in the field are bemoaning the lack of active participation by Deaf mentors and language models and mentors. The Commission on Collegiate Interpreter Education (CCIE) require programs to cover:**  **service-learning; community engagement/civic responsibility to stakeholder communities, professional roles, and boundary flexibility when functioning as Deaf community allies, as well as to develop sensitivity to the effects of oppression and discrimination; the influence of power and privilege within multicultural and diverse populations; majority and minority culture dynamics; and dynamics of cross-cultural interactions.**  **Leaders in the field are calling for interpreters to understand the constructs of social justice and become more aware of how decisions on the job impact the lives of the people whom they serve.**  **Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community.**  **Prerequisites to apply to participate in the accreditation process state that the program must:**  **include an authentic interpreting fieldwork experience where**  **students are supervised by interpreter mentors who are nationally certified, holding psychometrically reliable and valid credentials** | **$27,000** |
| **2.** | **STH** | **230010** | **1, 2, 4, 6** | **1.5, 4.1** | **STH (need 40 hrs/week\*40weeks/year\*11/hr) -- We have made a request for 2 permanent, FT positions to staff our ASL Interpreting Lab; since the granting and filling of positions has been taking a very long time at the college, we request funds for STH coverage, which at least allows us to keep the lab open, though does not provide for coverage at a level that we truly require.** | **$17,600** |
| **3.** | **Deaf Nation World Expo (Las Vegas; July 6-8, 2016) and National Association of the Deaf Conference; July 9, 2016; Phoenix, AZ** | **500010** | **3, 8** | **1.2, 1.4, 3.2** | **One trip -- two conferences. To keep abreast in current trends and networking with professionals in the field of Deaf Studies. Recuit instructors; promot ASL Program at Palomar College. For one faculty member. Travel by car: $280; registration $150; hotel $100; food $46; Travel by car $280; hotel $300; food $138** | **$1294** |
| **4.** | **Conference of Interpreter Trainers** | **500010** | **3, 6, 8** | **1.2, 1.4, 3.2** | **Stay current in the field of interpreter education. For one faculty member. (October 26-29; Lexington, KY; travel $500, registration -- unknown at present, hotel -- $600, meals -- $200)** | **$1500** |
| **5.** | **Registry of Interpreters for the Deaf conference or Deaf Studies/**  **International Research Conference** | **500010** | **3, 6, 8** | **1.2, 1.4, 3.2** | **Stay current in the field of interpreter education. For one faculty member. (October 26-29; Lexington, KY; travel $500, registration -- unknown at present, hotel -- $600, meals -- $200)** | **$1300** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **1.** | **1 full-time ASL Lab Coordinator** | **212200** | **4.1** | **1.2** | **Hire a person who would be responsible for:**  **-Recruitment, hiring, and supervision of lab technicians who support ASL and interpreting students.**  **-Review current holdings and media related to Deaf culture, ASL and interpreting to determine purchasing priorities.**  **-Acquisition and troubleshooting related to technology (computers, video and audio recording equipment, and software) and communicating with IS or outside consultants regarding specialized needs for interpreting students.**  **-Coordination of schedules and development of lab activities for required ASL lab component to be attached to each ASL class.**  **-Marketing and publicity including orientation videos, flyers and printed materials, e-flyers, and social media.**  **-Student advising regarding lab requirements and transfer.**  **-Providing or arranging training for faculty regarding available equipment and software.** | **new position** |
| **2.** | **1 full-time classified ASL Lab Tech** | **212200** | **4.1** | **1.2** | **Alleviate high turnover of student and short term workers and ongoing need for additional training. Assist lab coordinator in working directly with ASL and interpreting students. Provide continuity in services offered to ASL and interpreting students and provide the best support possible. Develop familiarity with holdings and be prepared to make suggestions regarding videos and media appropriate to the level of each particular student. Skills required for such a position include fluency in ASL, proficiency on multiple audio, video, and software platforms, ability to run and analyze reports, and ability to use and assist students in the use of video and audio recording technology that allows for creation of digital video files that include both the source and target language videos. (Cost based on that of Instructional Lab Technician @ 11 months.)** | **$77,756** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**