Attended: Reznet Moges-Riedel, Wanette Reynolds (CSULB)

Nick Zerlentes (ELAC)

Kristi Meador, Flavia Fleischer (CSUN)

Stephanie Zornoza, and Allisun Kale (Pierce).

Administrator present, CTE Dean Tom Vessella.

Invited: Los Angeles Trade Tech College, Magda Velez

Discussion Summary:

1. **Change in number of hours of instruction for ASL Language classes:**

 Advisory board members felt strongly that face to face time with teacher and students should not be decreased.   The advisory board group felt technology and use of student computer workstations can definitely enhance learning and “lab” activities must be supervised and part of course instruction.

Advisory board members from four different schools agreed that fingerspelling should be integrated into ASL language instruction and that students would also benefit from a required course on fingerspelling/numbers. Board members concurred that L2, L3 learners of sign language need additional time on task to refine and hone language reception and expression skills.

* Articulation issues: CSUN, and CSU Long Beach  said an increase in our hours from 4 to 5 would not impact transfer. What would impact transfer is a change in units.
* Archiving/Dissolution of ASL 30 and ASL 31 -  hours to be given to ASL language classes:

ASL advisory board members felt strongly the need for additional time on fingerspelling task and did not think archiving or losing those courses would be a benefit for students or the community. CSU Long Beach indicated they would refer students for additional skills classes at our community colleges as their BA curriculum does not include a designated fingerspelling class.

All advisory board members agreed that agreed that required separate skill-based class on the articulation and reception of fingerspelling/numbers is critical for students who will go into interpreter training.

The group discussed keeping ASL 30 and increasing its unit value to three units, potentially allowing ASL 31 to be archived.

Also discussed ASL 30 being full for the last two years with waitlists, (offered during fall semester)  led to the suggestion of offering fingerspelling during summer.

1. **Unarchiving of ASL 15 (ASL linguistics):**

Advisory board members agreed that a linguistics or discourse class at the community college  level would help bolster students understanding of the languages grammar which could influence their success in language classes. Advisory board suggested we look into other community college level programs and see if their curricula include courses like this.

1. **Pierce College ITP courses/structure:**

Pierce faculty discussed increasing the interpreting skills classes to five hours each by subsuming ASL 22, and ASL 23 into ASL 6, 10, 55 and 65.

* Feedback:  loss of those two courses may make the program seem basic on paper.
* Another concern is that current curriculum dictates teaching information regarding specialized settings, application of professional ethics, preparing for assessments and certifications, and that it would be difficult to embed them in skills courses.
* Not all teachers may opt to include emphasis on ethics and business practices, K-12 focus – making the program look like it is only interpreting 1, 2, 3, 4, without specialized courses may make graduates look less marketable, and the program less attractive to prospective students.
* Advisory board members recommend inclusion of an internship/apprenticeship/work experience/practicum course especially due to the nature of it being a career and technical education program where the goal is for the academic path way to lead to employment upon graduation.
* Discussion reducing unit value of ASL 22 and 23 to 1 unit each and taking the additional hour that is allocated for creating an internship course valued at two units.
* Advisory board members recommended we look at all avenues possible in order to make an internship a codified part of our training program.
  + Look at adding it into course requirements and or look at other like community colleges who have interpreter training programs and see how they integrate internship practicum.

1. **Recommendation for ASL 40:**

 This course is articulated with CSUN for DEAF 200.

A recommendation was made to review Pierce’s ASL 40 course materials and concepts to be sure they reflect current examination of diverse populations in American Deaf Culture (racial, gender, social class, sexual orientation)

1. **ASL Club:**

Discussion surrounded a lack of authentic cultural/language environment for students to interact with deaf community members.  Current Starbucks events are usually only attended by students. Discussion also included how to provide for smoother transitions between exiting and entering boards.

* Advisory board discussed the concept of a “shadow board” in the spring semester as a way to facilitate the transition of graduating ITP students (who due to language fluency typically populate the board) to the following years board in order to allow for a more smooth transition and continuation of club events.
  + Revision of By-Laws needed
* CSUN has a master calendar and they welcomed us to forward event flyers/notifications to them. They also encourage the use of tagging events via social media platforms.

* We talked about using campus events as niche events for the community and students matriculating at our four institutions.

CSUN:  “Social Justice Conference – Of For and By” annually in October and Deaf Studies Retreat (weekend ASL retreat open to other college students)

CSULB:  Linguistics Symposium

PIERCE/ELAC:  to be discussed

**ANNOUNCEMENTS:**

ELAC will start their ITP with tri-lingual emphasis this fall

They are also offering a class called “Baby Signs”

Meeting adjourned 4:06 PM.