

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
OCTOBER 22, 2013**

Present: S. Bartiromo, T. Bui, W. Brownlee, A. Cornelio, B. Flamenno, E. French-Preston, L. Houske, L. Kjeseth, R. Klier, S. Kushigemachi, M. Lipe, V. Nemie, D. Pahl

Absent: F. Arce, S. Bosfield

Ex-Officio Members Present: Q. Chapman, S. Ecklund, G. Florimon, L. Suekawa

Ex-Officio Members Absent: M. Hall, J. Simon

Guests: T. Lew, S. Marron, G. Miranda, R. Natividad, D. Patel

**CALL TO ORDER**

Mark Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

**VICE PRESIDENT'S REPORT**

F. Arce was not available to attend the meeting.

**APPROVAL OF MINUTES**

The minutes from the September 24<sup>th</sup> meeting were sent via email and approved by the committee.

**CURRICULUM REVIEW – Full Course Review Proposals**

**Humanities Division**

T. Lew presented an overview of English 35 (World Literature: 3500 BCE to 1650 CE) and English 36 (World Literature: 1650 to Present). The committee recommended the course outline of record be adjusted as follows:

- Change the conditions of enrollment by replacing “recommended preparation” with “prerequisite”.
- Revise the Course Review section in the Course Checklist to justify the rationale for the changes in the conditions of enrollment.
- Modify prerequisite to read as “eligibility for English 1A” in section I. If English 1A is the prerequisite, need grade qualifier for prerequisite “minimum grade of C”.
- Identify entrance skills and match course objectives from English A and English 84 in section VIII.
- Q. Chapman informed the committee that eligibility for English 1A is a standard prerequisite at CSUs and UCs. T. Lew confirmed and agreed with the course change.

Chair Lipe called a motion to approve the proposed changes to English 35 and 36, including the conditions of enrollment proposals and all amended recommendations made by the committee. L. Kjeseth moved, E. French-Preston seconded, and the motion passed unanimously.

## **Behavioral and Social Sciences Division**

### Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior

The Psychology Department added Mathematics 73 as a prerequisite and created a new distance education course version. L. Suekawa asked about the prerequisite challenge for Mathematics 67. If a student does not take Mathematics 67, what procedure is in place for students who want to take Psychology 9A versus Mathematics 150? Should “equivalent knowledge and skills” be included in the conditions of enrollment? What if students pass the Math Competency Exam? Note: Mathematics 67 is a prerequisite for Mathematics 150. G. Miranda responded the division will follow normal prerequisite challenge procedure. Since Mathematics 67 is not transferrable, the course will not be added at this time. The “equivalent knowledge and skills” issue will be discussed with faculty.

- The committee recommended the course review proposer modify the Course Review section in the Course Checklist to include a justification statement for the Mathematics 73 prerequisite.

### Psychology 9B – Experimental Methods in the Study of Behavior

The Psychology Department created a new distance education version for this course. The committee recommended the following changes to the course outline of record:

- In the Course Checklist, Course Summary does not provide a justification for Mathematics 150.
- Reduce the independent study hours from 8 to 6 hours per week in section VI for consistency with course offering and Title 5 compliance.
- Edit section II B, Course Objective #12 to read “Perform each step consistent with research conducted in an academic setting including....”

### Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior

The Sociology Department added Mathematics 73 as a prerequisite and created a new distance education version. The committee recommended the following corrections to the course outline of record:

- Correct the spelling error in section II B, Course Objective #1 by replacing "eductive" with "deductive".
- Edit the Course Review section in the Course Checklist by providing a justification for the Mathematics 73 prerequisite.
- Since Sociology 101 or Psychology 5 appear as optional prerequisites, the entrance skills need to be more generic and made into one entrance skill. For example, “Scientific Methods and Research within the fields of psychology or sociology.” Then, place matching course objectives from both courses under the entrance skill.
- Since Mathematics 73 or 80 appear as optional prerequisites, the entrance skills need to be more generic and made into one entrance skill. Then, place matching course objectives from both courses under the entrance skill. For example, “The ability to solve equations using specific variables.”

Chair Lipe called a motion to approve the course proposals, including the conditions of enrollment changes and amendments made by the committee. For Psychology 9A, E. French-Preston moved, V. Nemie seconded, and the motion passed unanimously. For Psychology 9B,

D. Pahl moved, E. French-Preston seconded, and the motion passed unanimously. For Sociology 109, W. Brownlee moved, V. Nemie seconded, and the motion passed unanimously.

In addition, Chair Lipe called a motion to approve the proposed new distance education courses for Psychology 9A and 9B. L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously. For Sociology 109, W. Brownlee moved, L. Houske seconded, and the motion passed unanimously.

### **Health Sciences and Athletics Division**

#### **Radiologic Technology 328 – Clinical Experience 7**

Chair Lipe explained the reason for the change in the prerequisite from Radiologic Technology 219 (RTEC 219) to RTEC 220 was due to the inactivation of RTEC 219. It was recommended the course outline of record be modified as follows:

- Increase independent study hours from 4 to 6 units in section VI.
- Edit the Required Text/Materials section in the Course Checklist. Change required text from “no” to “yes”.
- RTEC 220 is the prerequisite but RTEC 216 is one of the matching course objectives for the first requisite skill. Need to remove RTEC 216 matching skill or add RTEC216 as a prerequisite in section VIII.

Chair Lipe called a motion to approve the course proposal for Radiologic Technology 328, including the conditions of enrollment changes and amendments made by the committee.

W. Brownlee moved, S. Bartiromo seconded, and the motion passed unanimously.

#### **Sign Language 111, 112, 113, 114 – American Sign Language I, II, III, IV**

Sign Language 15, 16, 17A, and 17B were renumbered as 111, 112, 113, and 114 respectively.

Q. Chapman informed the committee the existing corresponding sign language courses will be phased out. L. Kjeseth asked about students entering at 200 course level and needing general education credit. Since ASL I – V courses are on the general education pattern, students normally enter at one of those levels.

S. Marron provided a brief history of the existing sign language courses versus the new American Sign Language (ASL) courses. The Sign Language Department spent two years redeveloping the program and looked at the accredited programs at several universities, student surveys, and external program reviews to develop and strengthen the language component and student skills. The change is part of a universal plan to align the program curriculum with industry standards. The Committee on Collegiate Interpreter Education Standards (CCIE) is the only accrediting body for interpreter education programs.

#### **Sign Language 115 – American Sign Language V**

This new course is being proposed for the AA degree and certificate. The course is also being proposed for local ECC general education, UC transfer, CSU General Education Breath Area C2, and Intersegmental General Education Transfer Curriculum (IGETC) 3B, 6A. L. Suekawa commented the CSU/UC transfer status is not a problem. A recommendation was made to update the course outline of record as follows:

- Modify the Proposal Information section in the Course Checklist. Provide a parallel course from CSU Sacramento (EDS 155) that validates lower division status.

#### Sign Language 200, 210, 211, 220, 221, and 230

Sign Languages 210, 211, 220, 221, and 230 will replace Sign Language 18A, 263, 19, 264, and 18B respectively. The existing courses will be inactivated as students complete the program. Almost all interpreter programs nation-wide offer these courses as part of their curriculum.

S. Bartiromo recommended removing the proposed AA/AS General Education and IGETC and received concurrence from L. Suekawa. The new courses are being proposed for CSU transfer only. Since the 220 level courses are interpreting courses with very define discipline learning content, they are not appropriate for general education.

#### Sign Language 240 – Interpreting Practicum

This course was formerly Sign Language 20. The prerequisite course number also changed to align with industry standard.

Chair Lipe called a motion to approve the proposed new courses and course modifications for the Sign Language courses, including changes to the conditions of enrollment (COE). The results were as follows:

Sign Language 111, 112, 113, 114, and 115: L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously.

Sign Language 200, 210, 211, 220, 221, and 230: L. Kjeseth moved, D. Pahl seconded, and the motion passed unanimously.

Sign Language 240: W. Brownlee moved, D. Pahl seconded, and the motion passed unanimously.

#### Sign Language/Interpreter Training A.A. Degree and Certificate of Achievement

V. Nemie asked how long it takes students to complete the program. Students spend about 4 years to complete the A.A. Degree. S. Ecklund asked about the difference between the AA degree requirements and the certificate requirements. The primary difference is that students must complete a minimum number of general education course units to receive an AA degree and with a certificate the general education breadth and depth is not required. Chair Lipe called a motion to approve the A.A. Degree. E. French-Preston moved, V. Nemie seconded, and the motion passed unanimously. In addition, a motion was called to approve the Certificate of Achievement. W. Brownlee moved, D. Pahl seconded, and the motion passed unanimously.

#### **CURRICULUM REVIEW – Standard Review Proposals/Consent Agenda**

The committee discussed the unresolved issues and concerns that were raised during the Standard Review process. Chair Lipe will contact the course review proposers to make adjustments to the course outline of records as follows:

### **Humanities Division**

- Anthropology 3: Include lecture reference for Topic XII in section III. Provide product to Typical Assignment in section IV.
- Anthropology 8: Consider editing catalog description by removing “A.D.”
- Psychology 16: The information listed in section VIII B “Psychology 5 with a minimum grade of C” is not sufficient.
- Sociology 108: The recommended preparation skills listed in section VIII C need to be more generic to include all matching course objectives. The advisory recommends one of the three courses listed.
- Spanish 3: Add “Discipline Standard” as the Qualifier Text for section VII A.
- Spanish 5 and Spanish 6: Reduce estimated independent study hours per week to 6 in section VI and attach Student Learning Outcomes (SLOs).

### **Natural Sciences Division**

- Geography 6: Attach Student Learning Outcome (SLO) to the course outline of record.
- Geography 8: Spell out “GPS” acronym with “Global Positioning Systems” in the catalog description. Provide justification for basic computer skills for non-course equivalency in section VIII C.

Chair Lipe called for a motion to approve the Consent Agenda proposals including the new distance education proposals for Anthropology 3 and 8. E. French-Preston moved, L. Houske seconded, and the motion passed unanimously.

### **Full Course Review**

The following courses were approved and are ready for final action:

1. English 35 (ENGL 35)
2. English 36 (ENGL 36)
3. Psychology 9A (PSYC 9A)
4. Psychology 9B (PSYC 9B)
5. Radiologic Technology 328 (RTEC 328)
6. Sign Language 111 (formerly SLAN 15)
7. Sign Language 112 (formerly SLAN 16)
8. Sign Language 113 (formerly SLAN 17A)
9. Sign Language 114 (formerly SLAN 17B)
10. Sign Language 115 (SLAN 115)
11. Sign Language 200 (SLAN 200)
12. Sign Language 210 (SLAN 210)
13. Sign Language 211 (SLAN 211)
14. Sign Language 220 (SLAN 220)
15. Sign Language 221 (SLAN 221)
16. Sign Language 230 (SLAN 230)
17. Sign Language 240 (formerly SLAN 20)
18. Sociology 109 (SOC 109)

### **Full Program Review**

The following degree and certificate were approved and are ready for final action:

1. Sign Language/Interpreter Training A.A. Degree

## 2. Sign Language/Interpreter Training Certificate of Achievement

### **Standard Review/Consent Agenda Proposals**

The following courses were approved and are ready for final action:

1. Anthropology 3 (ANTH 3)
2. Anthropology 8 (ANTH 8)
3. Geography 6 (GEOG 6)
4. Geography 8 (GEOG 8)
5. History 114 (HIST 114)
6. History 122 (HIST 122)
7. Psychology 16 (PSYC 16)
8. Sociology 108 (SOC 108)
9. Spanish 3 (SPAN 3)
10. Spanish 4 (SPAN 4)
11. Spanish 5 (SPAN 5)
12. Spanish 6 (SPAN 6)

The following course inactivations were approved and are ready for final action:

1. Geography 50 (GEOG 50)
2. Mathematics 100 (MATH 100)
3. Psychology 22 (PSYC 22)

### **CHAIR'S REPORT**

Chair Lipe welcomed S. Ecklund of the Associated Student Organization (ASO) to the committee. S. Ecklund is studying music at ECC and will support the CCC for the 2013-2014 school year. V. Nemie and T. Bui volunteered to support the Standard Technical Review Committee for November 14th.

### **ADVISORY REPORT**

Q. Chapman discussed the proposals scheduled for the next round of review. Proposals will trickle in throughout the coming week. The list of proposals will be emailed as soon as possible. The committee will have approximately one week to review the proposals. After that time, Chair Lipe will summarize committee comments and move the proposals forward to Consent Agenda or return to originator for changes. We will discuss substantive issues with division deans before the next CCC meeting.

### **ADJOURNMENT**

Chair Lipe called for a motion to adjourn the meeting. A. Cornelio moved, S. Bartiromo seconded, and the motion was carried. The meeting was adjourned at 4:15 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

October 22, 2013

Approved Curriculum Changes for 2014-2015

---

BEHAVIORAL AND SOCIAL SCIENCES

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Anthropology 3 – Introduction to Archaeology

*Current Status/Proposed Changes*

This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology, and reviews the concepts ~~and~~, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

*Recommendation*

This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology and reviews the concepts, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

2. Anthropology 8 – Ancient Civilizations of Mesoamerica

*Current Status/Proposed Changes*

This course traces the development of the indigenous societies of ~~Mesoamerica~~ this region from the entry of humans into the Americas at the end of the Upper Paleolithic ~~Period~~ until the ~~arrival and conquest by~~ invasion of the Spaniards in the early sixteenth century. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include the languages, writing systems, belief systems, political systems, economies, monuments and ~~the~~ art of these peoples.

*Recommendation*

This course traces the development of the indigenous societies of this region from the entry of humans into the Americas at the end of the Upper Paleolithic until the invasion of the Spaniards in the early sixteenth century. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include the languages, writing systems, belief systems, political systems, economies, monuments and art of these peoples.

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT  
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior

*Current Status/Proposed Changes*

Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite

*Recommendation*

Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite

2. Psychology 9B – Experimental Methods in the Study of Behavior

*Current Status/Proposed Changes*

Prerequisite: Mathematics 150 or Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite

*Recommendation*

Prerequisite: Mathematics 150 or Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite

3. Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior

*Current Status/Proposed Changes*

Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite

*Recommendation*

Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite



## **NEW DISTANCE EDUCATION COURSE VERSION**

1. Anthropology 3 – Introduction to Archaeology
2. Anthropology 8 – Ancient Civilizations of Mesoamerica
3. Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior
4. Psychology 9B – Experimental Methods in the Study of Behavior
5. Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior

## **COURSE REVIEW; DISTANCE EDUCATION UPDATE**

1. History 114 – History of the Asian American in the United States
2. History 122 – United States Social History: Cultural Pluralism in America
3. Psychology 16 – Lifespan Development
4. Sociology 108 – Global Perspectives on Race and Ethnicity

## **INACTIVATE COURSE**

1. Psychology 22 – Sport Psychology

## **HEALTH SCIENCES AND ATHLETICS**

### **COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Radiologic Technology 328 – Clinical Experience 7  
*Current Status/Proposed Changes*  
Prerequisite: Radiologic Technology ~~219~~ 220 with a minimum grade of C

*Recommendation*

Prerequisite: Radiologic Technology 220 with a minimum grade of C

### **COURSE REVIEW; CHANGES IN COURSE NUMBER, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, CATALOG DESCRIPTION,**

*Current Status/Proposed Changes*

1. Sign Language/Interpreter Training ~~45~~ 111 – American Sign Language I  
Units: ~~3.0~~ 4.0 Lecture: ~~2.0~~ 4.0 Hours of Lab: ~~3.0~~ 0 Faculty Load: ~~28.33~~  
26.66%

This beginning course, taught within the context of deaf culture, introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. Note: This course is comparable to two years of high school sign language.

*Recommendation*

Sign Language/Interpreter Training 111 – American Sign Language I  
Units: 4.0    Lecture: 4.0    Hours of Lab: 0    Faculty Load: 26.66%

This beginning course, taught within the context of deaf culture, introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. Note: This course is comparable to two years of high school sign language.

**COURSE REVIEW; CHANGES IN COURSE NUMBER, CATALOG DESCRIPTION, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, GENERAL EDUCATION REQUIREMENT, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

*Current Status/Proposed Changes*

1. Sign Language/Interpreter Training ~~111~~ 114 – American Sign Language IV  
Units: ~~3.0~~ 4.0    Lecture: ~~2.0~~ 4.0    Hours of Lab: ~~3.0~~ 0    Faculty Load: ~~28.33~~  
26.66%

Proposed IGETC – Area 3B

Prerequisite: Sign Language/Interpreter Training ~~111~~ 113 with a minimum grade of C

This course, taught within the context of deaf culture, is a continuation of the study of American Sign Language (ASL) III. Further ~~studies~~ study of conversational and narrative techniques for advanced practice will help students develop language fluency at the advanced level. This course provides an expanded review of ASL vocabulary, syntactical structures, grammatical patterns and current linguistic research.

*Recommendation*

Sign Language/Interpreter Training 114 – American Sign Language IV  
Units: 4.0    Lecture: 4.0    Hours of Lab: 0    Faculty Load: 26.66%  
Proposed IGETC – Area 3B

Prerequisite: Sign Language/Interpreter Training 113 with a minimum grade of C

This course, taught within the context of deaf culture, is a continuation of the study of American Sign Language (ASL) III. Further study of conversational and narrative techniques for advanced practice will help students develop language fluency at the advanced level. This course provides an expanded review of ASL vocabulary, syntactical structures, grammatical patterns and current linguistic research.

**COURSE REVIEW; CHANGES IN COURSE NUMBER, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

*Current Status/Proposed Changes*

1. Sign Language/Interpreter Training ~~16~~ 112 – American Sign Language II  
Units: ~~3.0~~ 4.0 Lecture: ~~2.0~~ 4.0 Hours of Lab: ~~3.0~~ 0 Faculty Load: ~~28.33~~  
26.66%  
Prerequisite: Sign Language/Interpreter Training ~~15~~ 111 with a minimum grade of C

*Recommendation*

Sign Language/Interpreter Training 112 – American Sign Language II  
Units: 4.0 Lecture: 4.0 Hours of Lab: 0 Faculty Load: 26.66%  
Prerequisite: Sign Language/Interpreter Training 111 with a minimum grade of C

*Current Status/Proposed Changes*

2. Sign Language/Interpreter Training ~~17A~~ 113 – American Sign Language III  
Units: ~~3.0~~ 4.0 Lecture: ~~2.0~~ 4.0 Hours of Lab: ~~3.0~~ 0 Faculty Load: ~~28.33~~  
26.66%  
Prerequisite: Sign Language/Interpreter Training ~~16~~ 112 with a minimum grade of C

*Recommendation*

Sign Language/Interpreter Training 113 – American Sign Language III  
Units: 4.0 Lecture: 4.0 Hours of Lab: 0 Faculty Load: 26.66%  
Prerequisite: Sign Language/Interpreter Training 112 with a minimum grade of C

**COURSE REVIEW; CHANGES IN COURSE NUMBER, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

*Current Status/Proposed Changes*

1. Sign Language/Interpreter Training ~~20~~ 240 – Interpreting Practicum  
Prerequisite: Sign Language/Interpreter Training ~~18B-220~~ and Sign Language/Interpreter Training 221 with a minimum grade of C in prerequisite

*Recommendation*

Sign Language /Interpreter Training 240 – Interpreting Practicum

Prerequisite: Sign Language/Interpreter Training 220 and Sign Language/Interpreter Training 221 with a minimum grade of C in prerequisite

**NEW COURSES**

1. Sign Language/Interpreter Training 115 – American Sign Language V  
Units: 4.0    Lecture: 4.0    Hours of Lab: 0    Faculty Load: 26.66%  
Prerequisite: Sign Language/Interpreter Training 114 with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education Requirement – Area 5  
Proposed CSU General Education Requirement – Area C2  
Proposed IGETC 3B, 6A

This course builds on the cultural competence and language skills developed in American Sign Language (ASL) IV and are designed for students to strengthen both conversational and formal ASL skills. In addition, advanced work is presented in ASL linguistics, deaf culture, specialized vocabulary and fingerspelling.

2. Sign Language/Interpreter Training 200 – Principles of Sign Language Interpreting  
Units: 3.0    Lecture: 3.0    Hours of Lab: 0    Faculty Load: 20.00%  
Prerequisite: Sign Language/Interpreter Training 114 with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

This course is an introduction to the field of sign language interpreting. Topics will include history, definitions, settings, standards, and certification. Focus on ethics and the interpreting process provides a theoretical foundation for interpreting coursework.

3. Sign Language/Interpreter Training 210 – American Sign Language to English Interpreting I

Units: 2.0    Lecture: 2.0    Hours of Lab: 2.0    Faculty Load: 23.33%

Prerequisite: Sign Language/Interpreter Training 115 and Sign Language/Interpreter Training 200 with a minimum grade of C

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides beginning skills for interpreting from signed messages into written and spoken English. Signed texts will be analyzed for language use and meaning. Translation, consecutive, and simultaneous interpreting will be studied and practiced. Students will begin to develop skills to become culturally sensitive, ethical, and professional interpreters.

Note: This course is recommended to be taken with Sign Language/Interpreter Training 211.

4. Sign Language/Interpreter Training 211 – English to American Sign Language Interpreting I

Units: 2.0    Lecture: 2.0    Hours of Lab: 2.0    Faculty Load: 23.33%

Prerequisite: Sign Language/Interpreter Training 115 and Sign Language/Interpreter Training 200 with a minimum grade of C

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides beginning skills for interpreting from English into sign language. Written and spoken English texts will be analyzed for language use and meaning. Translation, consecutive, and simultaneous interpreting will be studied and practiced. Students will begin to develop skills to mediate linguistically and culturally between deaf and hearing individuals, and to ethically apply these skills.

Note: This course is recommended to be taken with Sign Language/Interpreter Training 210.

5. Sign Language/Interpreter Training 220 – American Sign Language to English Interpreting II

Units: 2.0    Lecture: 2.0    Hours of Lab: 2.0    Faculty Load: 23.33%  
Prerequisite: Sign Language/Interpreter Training 210 with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

This course is a continuation of American Sign Language (ASL) to English I and provides intermediate knowledge and skill development in simultaneous and interactive sign to voice interpreting. Topics include continued study of discourse analysis, the interpreting process, ethical and cultural considerations, and linguistic mediation techniques.

Note: This course is recommended to be taken with Sign Language/Interpreter Training 221.

6. Sign Language/Interpreter Training 221 – English to American Sign Language Interpreting II

Units: 2.0    Lecture: 2.0    Hours of Lab: 2.0    Faculty Load: 23.33%  
Prerequisite: Sign Language/Interpreter Training 211 with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

This course is a continuation of English to American Sign Language I and provides intermediate knowledge and skill development in simultaneous and interactive voice to sign interpretation and transliteration. Topics include continued study of discourse analysis, the interpreting process, and ethical demands and controls. Further study of linguistic and cultural mediation will also be explored.

Note: This course is recommended to be taken with Sign Language/Interpreter Training 220.

7. Sign Language/Interpreter Training 230 – Sign Language Interpreting III

Units: 2.0    Lecture: 2.0    Hours of Lab: 2.0    Faculty Load: 23.33%  
Prerequisite: Sign Language/Interpreter Training 220 and Sign Language/Interpreter Training 221 with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

This course is an advanced study of the interpretation process. Intensive skill development in interpreting from English to American Sign Language (ASL) and ASL to English requires advanced cognitive and linguistic skills. Discourse

analysis of various communication genres and specialized settings will be studied, along with a continued focus on ethics and cultural mediation.

## **CHANGE IN MAJOR; CHANGES IN PROGRAM DESCRIPTION, COURSE REQUIREMENTS**

### *Current Status/Proposed Changes*

#### 1. Sign Language/Interpreter Training A.A. Degree

Upon completion of the program degree or certificate, the students will be prepared have the necessary language and interpreting skills for entry-level sign language jobs-interpreting in the educational, positions in a variety of community settings, such as medical, vocational, and post-secondary. and community settings. Students will obtain instruction in American Sign Language (ASL) and deaf culture courses give students general communication skills for interacting and working with deaf and hard of hearing hearing-impaired individuals, as well as acquire an understanding of the deaf culture. In the interpreting level courses, students will gain technical skills, poise, and proficiency. The student will develop speed and accuracy in both simultaneous and consecutive interpreting. Skills will be assessed through regular examinations, mock interviews, and portfolio review. Program assessment is conducted by monitoring student employment rates. Interpreting coursework enhances ASL/English cross-cultural communication styles in consecutive and simultaneous interpreting, and includes training in the ethics and practical approaches that must be understood by a practicing interpreter. Students will be prepared to take local evaluations and/or transfer to a four year program. Most students who continue to develop their interpreting skills will be prepared to seek national certification within two to five years.

At least 50% of the courses required for the major must be completed at El Camino College.

### **Major Requirements**

### **Units**

SLAN 15	Beginning American Sign Language	3
SLAN 16	Intermediate American Sign Language	3
SLAN 17A	Advanced American Sign Language	3
SLAN 17B	Advanced American Sign Language: Comprehending ASL	3
SLAN 18A	Fundamentals of Interpreting and Transliterating	3
SLAN 18B	Applied Interpreting and Translating Techniques	2
SLAN 19	Advanced Interpreting: Sign to Voice	3
SLAN 20	Interpreting Practicum	3
SLAN 214	Fingerspelling and Numerical Concepts	1

SLAN 263	Interpreting/Transliterating Laboratory	1
SLAN 264	Sign to Voice Laboratory	1
and		
SLAN 201	Perspective on Deafness	3
or		
SLAN 202	Deaf Culture	3
one course from:		
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 8	Introduction to Acting	3
THEA 30	Movement for the Actor	2

**Total Units: 32**

*Recommendation*

Upon completion of the program, students will have the necessary language and interpreting skills for entry-level sign language interpreting positions in a variety of community settings, such as medical, vocational, and post-secondary. American Sign Language (ASL) and deaf culture courses give students general communication skills for interacting and working with deaf and hard of hearing individuals. Interpreting coursework enhances ASL/English cross-cultural communication styles in consecutive and simultaneous interpreting, and includes training in the ethics and practical approaches that must be understood by a practicing interpreter. Students will be prepared to take local evaluations and/or transfer to a four year program. Most students who continue to develop their interpreting skills will be prepared to seek national certification within two to five years.

At least 50% of the courses required for the major must be completed at El Camino College.

<b>Major Requirements</b>		<b>Units</b>
SLAN 113	American Sign Language III	4
SLAN 114	American Sign Language IV	4
SLAN 115	American Sign Language V	4
SLAN 120	Fingerspelling and Numerical Concepts	1
SLAN 130	Deaf Culture	3
SLAN 200	Principles of Sign Language Interpreting	3
SLAN 210	American Sign Language to English Interpreting I	2
SLAN 211	English to American Sign Language Interpreting I	2



SLAN 220	American Sign Language to English Interpreting II	2
SLAN 221	English to American Sign Language Interpreting II	2
SLAN 230	Sign Language Interpreting III	2
SLAN 240	Interpreting Practicum	3

**Total Units: 32**

**Recommended Electives:**

ANTH 4	Language and Culture	3
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 113	Introduction to Acting	3

**CHANGE IN CERTIFICATE OF ACHIEVEMENT; CHANGES IN COURSE REQUIREMENTS, TOTAL UNITS**

1. Sign Language/Interpreter Training Certificate of Achievement  
*Current Status/Proposed Changes*

<b>Certificate Requirements</b>	<b>Units</b>
SLAN 15 — Beginning American Sign Language	3
SLAN 16 — Intermediate American Sign Language	3
SLAN 17A — Advanced American Sign Language	3
SLAN 17B — Advanced American Sign Language: Comprehending ASL	3
SLAN 18A — Fundamentals of Interpreting and Transliterating	3
SLAN 18B — Applied Interpreting and Translating Techniques	2
SLAN 19 — Advanced Interpreting: Sign to Voice	3
SLAN 20 — Interpreting Practicum	3
SLAN 214 — Fingerspelling and Numerical Concepts	1
SLAN 263 — Interpreting/Transliterating Laboratory	1
SLAN 264 — Sign to Voice Laboratory	1
ENGL 1A — Reading and Composition	4
and	
SLAN 201 — Perspective on Deafness	3
or	
SLAN 202 — Deaf Culture	3
one course from:	
CDEV 150 — Survey of Children with Special Needs	3
COMS 1 — Public Speaking	3

THEA 8	Introduction to Acting	3
THEA 30	Movement for the Actor	2

**Total Units: 36**

*Recommendation*

A Certificate of Achievement will be granted upon completion of the program requirements. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

**Certificate Requirements** **Units**

SLAN 113	American Sign Language III	4
SLAN 114	American Sign Language IV	4
SLAN 115	American Sign Language V	4
SLAN 120	Fingerspelling and Numerical Concepts	1
SLAN 130	Deaf Culture	3
SLAN 200	Principles of Sign Language Interpreting	3
SLAN 210	American Sign Language to English Interpreting I	2
SLAN 211	English to American Sign Language Interpreting I	2
SLAN 220	American Sign Language to English Interpreting II	2
SLAN 221	English to American Sign Language Interpreting II	2
SLAN 230	Sign Language Interpreting III	2
SLAN 240	Interpreting Practicum	3
ENGL 1A	Reading and Composition	4

one course from:

ANTH 4	Language and Culture	3
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 113	Introduction to Acting	3

**Total Units: 39**

**HUMANITIES**

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT  
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. English 35 – World Literature: 3500 BCE to 1650 CE  
*Current Status/Proposed Changes*

~~Recommended Preparation: eligibility for English 1A~~  
Prerequisite: eligibility for English 1A

*Recommendation*

Prerequisite: eligibility for English 1A

2. English 36 – World Literature: 1650 CE to Present  
*Current Status/Proposed Changes*  
~~Recommended Preparation: eligibility for English 1A~~  
Prerequisite: eligibility for English 1A

*Recommendation*

Prerequisite: eligibility for English 1A

## **COURSE REVIEW**

1. Spanish 3 – Intermediate Spanish I
2. Spanish 4 – Intermediate Spanish II
3. Spanish 5 – Advanced Spanish I
4. Spanish 6 – Advanced Spanish II

## **MATHEMATICAL SCIENCES**

### **INACTIVATE COURSE**

1. Mathematics 100 – Supervised Tutoring: Mathematics

## **NATURAL SCIENCES**

### **COURSE REVIEW**

1. Geography 6 – Physical Geography Laboratory

## **COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

### 1. Geography 8 – Introduction to Geographic Information Systems

#### *Current Status/Proposed Changes*

Recommended Preparation: Computer Information Systems 13 or basic computer skills

This computer-based course provides an introduction to the fundamentals of automated mapping and Geographic Information Systems (GIS) software. Laboratory work includes experience in the use of map scales, working with spatial data and metadata, creating data with Global Positioning Systems (GPS) and geocoding, map features, map overlays, creation of charts and graphs, basic spatial analysis techniques, and the presentation of data in map layouts.

#### *Recommendation*

Recommended Preparation: Computer Information Systems 13 or basic computer skills

This computer-based course provides an introduction to the fundamentals of automated mapping and Geographic Information Systems (GIS) software. Laboratory work includes experience in the use of map scales, working with spatial data and metadata, creating data with Global Positioning Systems (GPS) and geocoding, map features, map overlays, creation of charts and graphs, basic spatial analysis techniques, and the presentation of data in map layouts.

## **INACTIVATE COURSE**

### 1. Geography 50 – Special Topics in Geography