

El Camino College Humanities Division
ESL Meeting Minutes
May 9, 2013

R. Bergeman	X	N. Currey	X	S. Herschenhorn	X	M. Kline	X	N. Llado	X
D. Mochidome	X	J. Simon	X	E. Uyemura	X	E. Geraghty	X	G. Coughlan	X
S. Nakayama	X	J. Collette	X	J. Cummins	X	P. Ash	X		

1. ANNOUNCEMENTS

1.1. Grade Forecasting due Friday, May 10. Elise reminded the faculty that tomorrow, May 10, is the due date to forecast grades for those teaching classes that require prerequisite classes to enter the next level. For students likely to not pass, an F should be entered in the forecast grade. No other grades need be entered. Instructors may change the grade at a later date if the student appears to be improving and is likely to pass the class. Matt asked if the grade could be changed after the semester is over. Elise believes so but will find out and confirm.

2. SRC

2.1 Representatives from the SRC (Sharin Nakayama, Jaymie Collette, James Cummins, Pamela Ash) gave a short Power Point presentation on Deaf and Hard of Hearing (DHH) students in ESL classes. The first point addressed was the misconceptions of American Sign Language (ASL). Jaymie explained how ASL is a spatial, not a written, language, so learning the written language of English is difficult. Also, sign languages are different for every language, so the sign language of America is different from the sign language of a Spanish-speaking country. In addition, the ability of language capability is directly related to if a deaf baby is born into a non-deaf family (90% are), or if a deaf baby is born into a deaf family (10%). If the parents of a deaf baby are not deaf themselves, they will have to learn sign language first before they can begin communicating and teaching their deaf baby. Because communication in deaf babies is often delayed, deaf students are usually two to six grade levels behind when entering school. When the deaf students' education begins, they usually enter "watered-down," self-contained education. The English language, along with its grammatical structures and vocabulary, needs to be taught once the deaf child establishes his or her L1 (in this case ASL). If, however, the child's parents know ASL and are English-speaking, they can teach their child both languages simultaneously, which would, of course, help the child excel much more quickly in school. Suzanne suggested the SRC representatives contact hospitals to see how new-born babies can be tested for disabilities so as to speed up the language acquisition process. Jayme and Sharin confirmed that within the last decade, there has been a law implemented that assures newborns are tested to see if they are deaf at birth. The next point Jaymie explains is the issue of recommending some DHH

students to enter ESL classrooms. She says only few DHH students are recommended to proceed into ESL classes after they have successfully completed educational development classes, or when the DHH student has reached the three-time limit of taking educational development classes. ESL classes are taught more slowly than mainstream English classes, so it helps DHH students to keep up with the class. Also, ASL is considered an official language, so technically ASL is the first language upon entering an ESL class. Jaymie also goes on to say that under Title 5, ECC is obligated to provide disabled students with equal access throughout the curriculum. Evelyn extensively shared her experiences working with DHH students in the past and present. Elise asked if DHH students are primarily taking classes at ECC to grow linguistically or to transfer and find a job. Jaymie answered that DHH students come to ECC primarily to improve their language skills and usually don't plan to transfer or to get a job. She continued to say that her students were referred to local vocational schools to continue their education in particular areas with hopes of acquiring job skills and jobs, but with the lack of funding and the closure of many adult and vocational schools, DHH students continue to come to ECC. She added that recently, working with some DHH students has been particularly challenging as findings have shown that some students are not only deaf but have other disabilities as well.

3. ACCREDITATION

3.1. SLOs

3.1.1. Review of SLO assessments on list for revisions: Elise announced that the SLO 52A report and the SLO 52B report will need to be revised. Rebecca and Jenny should contact her about this issue.

3.2. Curriculum

3.2.1. AX -53C: informative flier update: Everyone confirmed that they have been notifying their classes about the change from ENG AX to ESL 53C.

4. Fall 2013 Schedule (Evelyn Uyemura)

4.1 Elise displayed the tentative spring 2014 schedule. She noted the upcoming and possible changes in class days and times. As she creates the schedule for spring 2014, she will contact individual faculty members if there is any time or day change in their class requests. She asked everyone to take a look at the handout Evelyn prepared about scheduling questions for the fall 2014 schedule. Elise will be sending out an email requesting comments and suggestions about the new schedule.

5. Program Review Update (Matt Kline and Rebecca Bergeman)

5.1. Elise announced the Program Review refresher session on May 23 from 1:00 p.m. to 2:00 p.m.

5.2. Rebecca displayed a copy of the Program Review Template and reviewed who would be doing each section.