



POST SECONDARY CERTIFICATE CURRICULUM AY 2022-2023

Certificate Program Title:

Certificate in Sign Language Interpreting

Formerly (If Applicable include Program Title):

N/A

College: Trades & Professional Services

Division: Education

Author 1: Kirsten Rosario

Author 2 (optional): Deborah Ellen, Ed.D.

Date Submitted to CRC: 04/07/2022




Date Reviewed by CRC: 10/04/2022

APPROVED

EFFECTIVE CATALOG: AY2022-2023

DATE APPROVED: 11/03/2022

EFFECTIVE BANNER TERM: 202310

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia		10/03/2022
DEAN	Pilar P. Williams		10.24.2022
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		11.03.22

Type of Action: Substantive Revision

RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution: N/A

Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested

1. **Substantive Change 1:** Change (addition, revision, etc.) in Program Learning Outcomes (SLOs)
2. **Substantive Change 2:**
3. **Substantive Change 3:**
4. **Substantive Change 4:**
5. **Substantive Change 5:**
6. **Substantive Change 6:**
7. **Other (Describe SR changes if not listed above):**

Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested

1. **Non-Substantive Change 1:** Courses provided in intense cohort schedule
2. **Non-Substantive Change 2:** Wording change in the catalog program description that does not significantly change the program content.
3. **Non-Substantive Change 3:**
4. **Non-Substantive Change 4:**
5. **Other (Describe NSR changes if not listed above):**

INTRODUCTION

Contextual Framework For Adoption or Re Institution: N/A

This is a CTE program and is aligned with following Career Cluster: Human Services

And is aligned with the following Career Pathway: Family & Community Services Pathway

Implementation Term: Spring 2023

RATIONALE FOR PROPOSAL

Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only): N/A

Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency):

The outlook for employment as a sign language interpreter continues to be quite promising. In 2016, the Guam Department of Education developed four different job descriptions and respective pay levels for ASL interpreters levels 1 to 4. The Board approved a budget (AY 2018/2019) which aligns with the levels of Educational Interpreters and provided an increase in compensation for those hired as Educational Interpreters. Due to the lack of interpreters, the Government of Guam issued Executive Order No. 2015-015 which requires all government agencies to develop and implement a language assessment plan to address the communication needs of persons with Limited English Proficiency, those who have literacy challenges, individuals with disabilities, and those who are Deaf or have Hard of Hearing impairments.

Guam Community College, the University of Guam, and the Guam Legislature also have job descriptions and have established rates for ASL interpreters. The current average national rate is \$30 an hour for interpreter services, with some interpreters requiring a minimum of a two-hour contract. On Guam, interpreters can earn \$60 to \$90 per day such as in a judicial setting.

Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.

Linguistic competence is the capacity of an organization to communicate effectively and convey information in a manner that is easily understood by diverse groups, including individuals with disabilities or those who are not literate or have low literacy skills, or those who are Deaf and Hard of Hearing. Guam Executive Order No. 2015-015 requires all Government of Guam agencies to develop and implement a Language Access Plan for those who are limited English proficient, have literacy challenges, disabilities, are Deaf or Hard of Hearing (in compliance with US Presidential Executive Order 13166).

Results of program assessment:

The popularity of the ASL courses continues to remain high. Furthermore, revisions in the Associate of Arts in Education program will require Education students to take two levels of ASL or Chamoru language courses. ASL courses are also available for students from other major programs.

Target Population:

Students interested in careers related to Sign Language Interpreting.

RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Resources (materials, media, equipment) and costs (only add if new for the program): N/A

Facility requirements (only add if new for the program): N/A

Does the proposed curriculum meet the requirements for Title IV Federal Student Aid? Yes

Comments (optional): N/A

PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES

-PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC).

Program Description:

The Certificate in Sign Language Interpreting program is designed to prepare individuals who are pursuing a path in interpreting and becoming facilitators of communication for the Deaf. The program combines theoretical and practical learning experiences that will develop the student's linguistic knowledge and understanding of American Sign Language, as well as awareness of Deaf culture.

Program Learning Outcomes 1:

Demonstrate knowledge of historical, social, cultural and ideological constructions of deaf people and their communities on national and global scales.

Program Learning Outcomes 2:

Introduce and present written projects related to the field of Deaf Culture using various media.

Program Learning Outcomes 3:

Reflect and engage in critical inquiry relating to topics in Deaf Culture and sign languages.

Program Learning Outcomes 4:

Program Learning Outcomes 5:

These PLOs can be measured and learning is demonstrated. Yes

PROGRAM DESCRIPTION & CONTENT

Program Title:

Certificate in Sign Language Interpreting

Major Requirements (minimum number of credits) this includes any General Education Courses that are required: 31

Electives (minimum number of credits): 0

Total Number of Credits for Certificate: 31

List Certificate Course Requirements (alpha/number/credits) this includes any General Education courses if applicable and include total:

ASL100 American Sign Language I (4)
ASL110 American Sign Language II (4)
ASL120 American Sign Language III (4)
ASL130 American Sign Language IV (4)
IN145 Vocabulary Development (3)
IN170 Introduction to Interpreting (3)
IN180 Ecology of Deafness (3)
IN220 Voice to Sign/Sign to Voice (3)
IN292 Sign Language Interpreting Practicum 3)
Test out of English Placement Test or satisfactory completion of EN097
Test out of Math Placement Test or satisfactory completion of MA098

List Elective Courses (or provide category, optional) include total: N/A

Eligibility Requirements or Prerequisite requirements (if applicable): N/A

Articulation (if applicable - DCAPS, UOG, etc.): N/A

Please copy and paste meeting minutes or submit to CRC via email gcc.crc@guamcc.edu:

Education Department
Education Advisory Committee Notes
August 13 (Fri.) @ 4PM Bldg. E, E107

- I. Called to order: 4:13pm
- II. Welcome to new members of the Education Advisory Committee! Ken Perez (GCEC), Myra

04/07/2022 13:12:07

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Aguon (ASL), Rufina Mendiola (Chamoru Studies & Special Projects), and Simone Bollinger (English Department/Liberal Arts).

III. In attendance: Marsha Postrozny-Torres, Vicky Schrage, Melissa Palomo, Kirsten Rosario, Myra Aguon, Dr. Alicia Aguon (UOG/SOE), Tishawanna Smith, and Debby Ellen. Simone joined us briefly via Zoom.

IV. News and Reports provided at the meeting:

A. UOG (Dr. Alicia Aguon): There were 37 graduates last spring in the Elementary Education (BA) program. SOE has developed an Education Specialist Program to satisfy Teacher VI level requirements (in place of doctorate). Applicants will need to submit an application, provide letters of recommendation, and would undergo an interview in order to enter the program. Furthermore, applicants need evidence of obtaining a master's degree to be eligible. UOG/SOE has also been working toward offering a doctoral program in Education which would offer two areas of focus: Instructional Leadership and Organizational Leadership. The program includes mentoring and cultural relevancy components.

B. Sign Language/Interpreting (Myra Aguon & Kirsten Rosario): Kirsten brought up the change in shifting to a cohort schedule for ASL/Interpreting. Courses would shift to 8-week sessions. Students would be able to complete the certificate within 3 semesters. Myra talked about the need to include greater awareness of the needs of Deaf community members. She also suggested adding ASL courses to other GCC programs such as the Nursing Program, Police Academy, and providing ASL courses for DOE teachers. Kirsten recommended more training for community members and within agencies related to disabilities in general. The idea was raised to collaborate with the Visual Communications department/students to aid in publicity. Marsha also suggested raising the topic of disability sensitivity at the next Department Chair meeting. Missy noted that we could possibly get support from the Lt. Governor. Dr. Aguon noted that UOG/SOE would like to include ASL in their BA program.

C. Secondary (Melissa Palomo): Missy talked briefly about the changes to her secondary class schedules going to a daily schedule (shifting from a block schedule). She is concerned that the combining of sections increases the number of students she has at one time in the classroom. She also noted that there were eight students who completed their Mastery level certificate last year by being able to take part in community service activities. Some students who need to complete mastery may need to do some type of project. Missy also noted that we will probably need to explore alternatives to the way we run Cardboard Challenge this year. Some discussion was held on how to go about this such as having GCC students make and donate their creations.

D. Post-Secondary (Marsha Postrozny-Torres, Simone Bollinger); Simone was able to provide input related to the CHamoru language courses being developed. She raised the point that we could collaborate such as students in the CHamoru language program taking ED180 (Educational Methods) or we could work together by sharing what we are doing in ED180 for CH200 – methods in teaching CHamoru language. Unfortunately, our connection was dropped. We can also work together in sharing information about our ECE/ED/ASL practicum experiences, as Simone mentioned that the program they are offering will include a practicum course/experience. We look forward to working together!

E. Bachelor of Science in CTE (Vicky Schrage, Debby Ellen): We are moving ahead with the CTE courses, but are providing a part-time and full-time schedule due to the needs of our students who are working full-time jobs. We are waiting to hear from GCEC regarding meeting certification requirements.

F. Missing from conversations and 'reports': Head Start, GCEC, GEIS/SPED, GDOE, and CHamoru Culture/Language Studies. I will reach out to seek their input on matters discussed, as well as to ask for any pertinent updates/information.

Via Email:

Simone Bollinger: The Liberal Studies Chamoru Education and Culture track could include some courses like these as electives, and I wonder if there might be articulation with UOG's Agriculture and Life Science or Education programs or agreements with the Department of Ag. I think it will be important to establish a path (either to further education or employment) for students. And I agree that seeking community input and gauging interest are great next steps.

V. New Business:

A. AA-ED program: ASL or CHamoru: 2 courses: We would like to revise our AA/ED program to require two courses in either ASL (ASL I and II) OR CHamoru (CH110 and 111). Many of our ED students who complete their AA are hired for positions within GDOE and private schools. We believe that requiring the

two levels of language courses will prepare them to be better able to assist those who may be Deaf or Hard of Hearing, or to support CHamoru language efforts (ie: can support efforts of Chamoru language/culture teachers, can integrate CHamoru language into lessons). We know that there is a need for CHamoru language/culture teachers who are proficient in CHamoru language. Hence, we would hope that by requiring at least two courses in CHamoru language, we may encourage students to pursue a path in becoming a CHamoru language/culture teacher. This will also be aligned with the efforts being promoted in developing a CHamoru program here at GCC, wherein our departments can support each other and provide more opportunities for our students. All members present agreed to the proposed changes of two levels of either ASL or CHamoru for better proficiency/knowledge.

Via Email:

Buenas yan Hafa Adai,

Despensa, I missed the meeting last week, however I would like to recommend offering 2 classes in CHamoru 101 and 102. GDOE is in need of CHamoru teachers. Many have retired and some just called it quit due to our current situation since the lock down. Requirement to teach CHamoru is to take the 2 CHamoru classes and pass the proficiency test offered at the GDOE CHamoru Studies Division.

Si Yu'os Ma'ase' - Rufina Mendiola

Via Email:

I agree that two levels of language would be beneficial to students. Please correct the second level of CHamoru (CH111).

Simone Bollinger

Via Email:

ASL or CHamoru 2 courses: I concur. For our young students, they absorb both ASL basic signs and Head Start frequently does not get CHamoru lessons unless they are staff. – Cathy Schroeder
B. ASL/Interpreting: Cohort schedule: We would like to move forward with revising our Interpreting Certificate program. (Refer to the bottom of this document to see how we would like to move forward.)
The idea of shifting to 8-week ASL courses would allow students to progress more quickly through the Program.

Via Email:

I'm also in support of moving to a cohort system which would speed up students' journeys and allow for more strategic scheduling for the department. – Simone Bollinger

Via Email:

Agree – Cathy Schroeder

C. Education for Sustainable Development (ESD): Given the growing issues related to climate change and the degradation of our planet's environmental vitality – and given that the Government of Guam has embraced the Sustainable Development Goals, we would be remiss if we did not address sustainability as the foundation of all of our educational efforts. ESD is a way of education more than a topic of discussion or course to be taken in any grade level. ESD promotes systematic thinking, and learning experiences that are place-based, wall-less, and project-based. ESD focuses on engaging students in connecting to nature, to place, and understanding that they are one part of the planetary system. The goal is to develop courses and/or a certificate program which would help our future teachers to embrace ESD as a way forward in addressing the planetary issues which are spiraling out of control (i.e.: fires, flooding, poverty, famine, rising oceans, melting glaciers and ice caps...). If we do not change the way we

educate our youth, we cannot expect our youth to be the leaders which our island and planet need in addressing these issues. As said by David Sobel, "If we want children to flourish, to become truly empowered, let us allow them to love the earth before we ask them to save it." By offering courses or certification in ESD, we could also share this training throughout our neighboring islands in working together toward a more just and sustainable planet. Those in attendance offered their support of pursuing this path of development. They also suggested collaborating with Joni Kerr (Science Department). It was also suggested that we hold community-based events related to ESD, where we could provide surveys for further community input. Another idea presented was to start by creating one course at a time, to gauge community interest and commitment.

Via Email:

I love the "place-based, wall-less, project-based" approach for ESD and agree that Joni Kerr would be a great person to include in the development of such a course. I would encourage that the place-based approach expand to include the people and cultures of Guam, the Marianas, Micronesia as well, perhaps in the study of Micronesian approaches to sustainability (I know some critiques of the place-based approach are that the environment or place is taught without including the indigenous people of the place; since I missed this part of the meeting I'm not sure if that was included). Sustainable methods of fish harvesting and gardening plus the value of trees (in some islands mature lemai trees are given to children at their birth and other important milestones) are a few examples of indigenous ways of caring for the islands and people. There is a lot of research on this, but it would also be beneficial to include in the program lab fees or budget that could provide stipends for indigenous practitioners to lead field trips for students as a type of lab. The possibilities for courses or a certificate program like this are exciting.

Via Email:

Agree this would be beneficial. In Head Start we are looking at structured outdoor plan, gardening, recycling so be nice to have some section of ECE focus on this. – Cathy Schroeder

D. Other – nothing else noted. Time ran out!

VI. Curricula – Just noted here for your perusal.

A. Revisions in S2021:

ED150 Intro to Teaching

ED220 Human Growth & Dev

ED231 Intro to Exceptionalities

ED292 Education Practicum

CD140 Nutrition & Physical Health

CD260 Social and Emotional Development

CD285 Childcare Management

CTEC050 ECE Orientation

CTEC060 Lang. Arts in EC

B. Current Status

AS in ECE (3/16/18)

Cert in ECE (11/23/16)

AA in Education (11/2018)

Cert in Education (5/22/17)

Industry Certification in Cosmetology (4/3/18)

Cert in Sign Lang Interpreting (CRC review 10/5/18; change to add IN292 Sign Lang Interpreting

Practicum, AVP approved, effective FA19)
ASL100 (10/8/18)
ASL110 (10/8/18)
ASL120 (10/3/18)
ASL130 (2012)
CD110 ECE Orientation (3/16/18)
CD140 Nutrition & Physical Health (7/2021)
CD180 Language Arts in EC (10/23/18)
CD221 Child Growth & Development (1/10/17)
CD240 Cognitive & Creative Dev. in EC (5/14/18)
CD260 Social & Emotional Development (7/2021)
CD285 Childcare Management (7/2021)
CD292 ECE Practicum (12/2/16)
CM101 Cosmetology I (12/19/17)
CM102 Cosmo. II (12/19/17)
CM104B Cosmo IV (4/2021)
CM104A Cosmo. III (9/28/18)
Dual Credit Articulated Program of Study-DCAPS (1/10/18)
ED150 Intro to Teaching (7/2021)
ED180 Education Methods (5/14/18)
ED220 Human Growth & Dev. (7)/2021
ED231 Intro to Exceptional Children (7/2021)
ED265 Culture & Education in Guam (6/1/2019)
ED292 Ed. Practicum (7/2021)
IN145 Vocab. Dev. for Intercultural Development (5/16/16)
IN170 Intro to Interpreting (2/6/18)
IN180 Ecology of Deafness (11/29/16)
IN220 Voice to Sign and Sign to Voice (2/12/18)
IN292 (Adoption) Sign Language Interpreting Practicum (10/2018)

VII. Meeting adjourned @ 5:35pm
Respectfully submitted,
Debby Ellen, Ed.D.
Education Department Chair
Guam Community College

Certificate in Sign Language Interpreting
Major Requirements
Check if Completed Course Name Credits
☐ASL100 American Sign Language I 4
☐ASL110 American Sign Language II 4
☐ASL120 American Sign Language III 4
☐ASL130 American Sign Language IV 4
☐IN145 Vocabulary Development for Intercultural Development 3
☐IN170 Introduction to Interpreting 3
☐IN180 Ecology of Deafness 3

☐ IN220 Voice to Sign Interpreting 3
☐ IN292 Sign Language Interpreting 3
Certificate Total 31

We would like to revamp as an intensive/cohort program.

Semester 1

(Spring only) Semester 2

(Fall only) Semester 3

(Spring only)

ASL100 (1st 8 weeks)

ASL110 (2nd 8 weeks) ASL120 (1st 8 weeks)

ASL130 (2nd 8 weeks)

IN145 (1st 8 weeks)

IN170 (1st 8 weeks)

IN180 (2nd 8 weeks)

IN220 (2nd 8 weeks) IN292 – for those pursuing certificate

ASL100 (1st 8 weeks)

ASL110 (2nd 8 weeks)

Revise IN180 to focus on medical + legal terminology/interpreting