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Certificate of Achievement in Interpreter (Spanish)

Division: Language Arts

Students completing this certificate will be prepared for the three California Judicial Council/Administrative Office of the Courts Certified Interpreter Exams in English and Spanish.

PROGRAM OUTCOMES:

At the end of this program, students will speak, read, write and understand spoken Spanish at a near-native level of fluency and have the ability to function as interpreters within the court system.

ENTRY LEVEL EMPLOYMENT: Upon successful completion of this certificate, students will be prepared for employment in a variety of governmental and medical settings.

UNITS

1. Required Certificate Courses

A. ENGL001	College Reading & Composition	4
B. SPAN004	Advanced Spanish	4
	or	
C. SPAN012	Hispanic Literature	3
D. SPAN280	Interpreter Written Exam Prep	1
E. SPAN281	Spanish Interpreting Skills	3
F. ENGL380	Vocabulary Building for Tests	1
	Required Certificate Courses	12 - 13

Units:

2. Restricted Electives

Select 8-9 additional units from this list to complete the requirements for this certificate.

SPAN282	Spanish Legal/Medical Terms	3
BUS293	Business English	4
AJ112	Legal Aspects Of Evidence	3
AJ115	Criminal Law 2	3
ENGL251	Intro to Acad Read & Writing	4
WEXP193 C	Court Interp Wrk Exp-1st Sem	1 - 4
WEXP194 C	Court Interp Wrk Exp-2nd Sem	1 - 4
WEXP195 C	Court Interp Wrk Exp-3rd Sem	1 - 4
WEXP196 C	Court Interp Wrk Exp-4th Sem	1 - 4

Restricted Electives Units: 8 - 9

Total Units: 21.00

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Narrative Template for Programs

The Chancellor's Office requires the following information for all submitted degrees and certificates of achievement. More information is available in the [Program and Course Approval Handbook](#).

Section Title	Instructions	
<p>Item 1. Program Goals and Objectives</p>	<p>Goals and objectives must be consistent with California Community College mission: transfer or occupational</p> <p>If a transfer degree, describe how these courses will meet the lower division requirements of a major at a university and list the university(ies) to which students will be able to transfer upon completion of AA/AS degree program.</p> <p>If not-for-transfer degree (CTE), note how the degree meets community needs and focuses on a specific body of knowledge or area of skill.</p>	<p>This certificate prepares students to take the California Interpreter Certificate Exam. Currently, in Tulare County, there is a great need for certified Spanish court interpreters. This certificate was designed to meet this community need. Because certified court interpreters must pass a rigorous exam of both their Spanish and English competency, the majority of the courses in the certificate focus on students achieving a level of fluency that would be encountered in court settings. Other courses in the certificate prepare the student to take the exam and to understand and practice correct court procedures.</p>
<p>Item 2. Catalog Description</p>	<p>Enter EXACTLY as it will appear in the catalog, including program outcomes.</p>	<p>CATALOG DESCRIPTION:</p> <p>Students completing this certificate will be prepared for the three California Judicial Council/Administrative Office of the Courts Certified Interpreter Exams in English and Spanish.</p> <p>EMPLOYMENT OPPORTUNITIES:</p> <p>Upon successful completion of this certificate, students will be prepared for employment in a variety of governmental and medical settings.</p> <p>PROGRAM OUTCOMES:</p> <p>1: At the end of this program, students will be able to communicate clearly and effectively in Spanish and English in both written and oral formats.</p>

<p>2: At the end of this program, students will be able to use the specific vocabulary of medical or legal professions.</p> <p>3: At the end of this program, students will be able to use simultaneous and consecutive interpretation techniques and do sight and text translations to prepare them for the California state Spanish interpreter licensure exam.</p> <p>4: At the end of this program, students will demonstrate cultural sensitivity to persons and legal traditions involved in court proceedings.</p>		
<p>Item 3. Program Requirements</p>	<p>Display in the table format (see below).</p>	<p>Please see below--Table: Item 3</p>
<p>Item 4. Master Planning</p>	<p>Address how the proposed program will fulfill the college's mission, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California.</p> <p>A description of the program purpose, and/or the program's relevancy for the region and college including related community support is appropriate here.</p> <p>The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. Furthermore, a proposed new certificate must not cause undue competition with an existing program at another college.</p>	<p>College of the Sequoias Mission Statement:</p> <p>1. College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.</p> <p>This certificate will give the opportunity to completers to find productive work in the courts, lawyers' offices, and medical clinics in our counties (Tulare and Kings).</p> <p>2. College of the Sequoias affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.</p> <p>Students completing this certificate will be prepared for the three California Judicial Council/Administrative Office of the Courts Certified Interpreter Exams in English and Spanish. ENTRY LEVEL EMPLOYMENT: Upon successful completion of this certificate, students</p>

will be prepared for employment in a variety of governmental and medical settings. Students will be competitive workers in our community. Additionally, students who earn this certificate will have had a great deal of experience working with diverse peers.

3. College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

Not only will our completers be competency in their literacy skills, students will be able to communicate clearly and effectively in Spanish and English in both written and oral formats.

COS Master Plan

COS Master Plan

The COS 2013 Annual Report on the 2010-2015 Strategic Plan contains six areas of focus for the college that also underpin the Master Plan. These six areas are

- I. Student Access
- II. Students' Success in Completing their Education
- III. Students' Mastery of Basic Skills
- IV. Effective and Efficient College Practices
- V. Students as Citizens of a Global Community
- VI. Economic Growth for Tulare and Kings Counties

The college has identified three or four goals within each area of focus. The Interpreter Certificate achieves the following goals:

IIB. Expand avenues and opportunities for students to achieve their educational goals. Currently COS is the only college in the San Joaquin Valley to offer this

<p>certificate. The closest community college would be in San Francisco or Los Angeles.</p>	<p>IIC. Improve alignment between certificate/degree requirements and job/transfer requirements. The changes to the Interpreter Skill Certificate were made to improve the alignment of the certificate to the State Interpreter Exam after the Exam was substantially rewritten.</p> <p>VA. Increase student knowledge and awareness of the world and its cultures. Discussions regarding dialectic and linguistic differences in Spanish speaking countries, as well as the regional differences of English, enhance the student's world view in a very important way. Their understanding of these differences will be evident and needed in their courtroom interpretations.</p> <p>VB. Increase understanding of human diversity in all its forms. See VA.</p> <p>VC. Increase student involvement with the local community. Students are able to job shadow certified interpreters in various local courthouses through the Work Experience Program.</p> <p>VIA. Ensure that students who complete programs, certificates, and majors at COS are employed. The dearth of certified court interpreters was the impetus to create this certificate. Many local students now work as courtroom interpreters, as well as interpreters and translators in other settings, including their own businesses.</p>
<p>Item 5. Enrollment and Completer Projection</p>	<p>This item should justify the number of projected students or "annual completers" to be awarded the certificate each year after the program is fully established. The justification must include either:</p> <p>Please see below--Table: Item 5</p>

	<p>(A) enrollment data (student headcount) or (B) a survey of prospective students and completer projections information</p> <p>Enrollment Data Use a table format (sample provided below) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area.</p> <p>Survey In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.</p> <p>if the associate degree program goal selected is "Career Technical Education (CTE)," then the enrollment and completer projections must be compared to the net annual labor demand projection stated in the Labor Market Information and Analysis provided as Supporting Documentation. The data must demonstrate adequate demand for the completer projections.</p>	
<p>This new Spanish Interpreter Certificate of Achievement will replace the old Interpreter (Spanish) Skill certificate. There was a major change in the state exam which created the need for more required English courses. The written portion of the state exam was 50% English and 50% Spanish (which mirrored the oral portion). Now the written exam is 100% English; the oral portion remains as it was.</p> <p>COS did offer a Health Care Interpreter Skill Certificate, but we no longer do. The three courses that constitute the certificate are still listed in the catalog, however. When the college is able financially, it will offer the certificate again.</p>	<p>Address the following:</p> <p>a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.</p> <p>b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).</p> <p>c) What related programs are offered by the college?</p>	<p>Item 6. Place of Program in Curriculum/Similar Programs</p>

<p>Item 7. Similar Programs at Other Colleges in Service Area</p>	<p>Describe all similar programs offered by colleges within college service area (West Hills, Reedley, Porterville). A brief description of each program is required. For CTE programs are similar to those at other colleges, provide evidence of collaboration with the faculty from those programs (consultation calls, sharing of ideas, resources, collaboration in designing courses, etc.).</p>	<p>No similar programs are offered by any nearby colleges. Our Advisory Board is particularly pleased that we are initiating this certificate as they see a great deal of need and opportunity for our certificated students.</p>
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Table, Item 3. Program Requirements

Requirements (Course Blocks)	Course Number	Course Title	Units	CSU-GE Area	IGETC Area	Sequence
Required Courses (16 units)	ENGL 1	College Reading and Comp.	4	Area A2	Area 1A	Year 1, Fall
	Span. 4	Advanced Span.	4	Area C2	Area 3B	Year 1, Fall
	Span. 12	Hispanic Literature	3	Area C2	Area 3B	Year 1, Spring
	Span. 280	Interpreter Written Exam prep.	1			Year 2, Spring
	Span. 281	Span. Interpreting skills	3			Year 2, Fall
	Engl. 380	Vocabulary Building for Test	1			Year 2, Spring
Restricted Electives (5 units)	Span. 282	Span. Legal/medical terms	3			Year 1, Fall
	Bus 293	Bus. English	4			Year 1, Spring
	AJ 112	Legal Aspects of Evidence	3			Year 2, Fall
	AJ 115	Criminal law 2	3			Year 2, Fall
	WEXP 193C	Court Interp. Wrk Exp 1 st	1-4			Year 1, Fall

WEXP 194C	Court Interp Wrk Exp- 2 nd sem	1-4			Year 1, Spring
WEXP 195C	Court interp Wrk Exp-3 rd sem.	1-4			Year 2, Fall
WEXP 196C	Court interp Wrk Exp-4 th sem.	1-4			Year 2, Spring

Table, Item 5. Enrollment Data

Course Number	Course Title	Year 1		Year 2	
		Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total
ENGL 1	College Reading & Composition	72	1,800	72	1,800
SPAN 4	Advance Span.	3	60	3	60
SPAN 12	Hispanic Literature	1	20	1	20
SPAN 280	Interpreter Written Exam	2	44	2	44
SPAN 281	Prep Spanish	2	44	2	44

ENGL 380	interpreter Skills Vocabulary Building for Tests	2	44	2	44	2	44
SPAN 282	Spanish legal/medical Terms	2	60	2	60	2	60
BUS 293	Business English	2	48	2	48	2	48
AJ 112	Legal Aspects of Evidence	8	180	8	180	8	180
AJ 115	Criminal Law 2	2	40	2	40	2	40
WEXP 193C	Court Interp Wrk Exp 1st sem	2	9	2	9	2	9
WEXP 194C	Court Interp Wrk Exp 2nd sem	2	9	2	9	2	9
WEXP 195C	Court Interp Wrk Exp 3rd sem	2	9	2	9	2	9
WEXP196C	Court Interp Wrk Exp 4th sem	2	9	2	9	2	9

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Summaries of the Interpreter Certificate Advisory Board meetings

August 2010

After reading the materials from the June 30th Interpreter Providers meeting sponsored by the Administrative Office of the Courts, the advisory committee met to discuss how to deal with changes to the State Interpreter Exam. The major change is the written portion will be all in English. The second language section is deleted. We discussed the need to make English 1 the requirement based on this change and the low pass rate we are experiencing. We discussed this with Rene M as her Bus 293 course will no longer be required. We will continue to work on the certificate at our subsequent meetings.

May 2011

The advisory committee discussed changing the certificate from 17 units to 21 units. We want to make English 280 a required course, along with English 1. We have also been advised by the Curriculum Committee that we need to change English 280 to a 300 level course. The numbering of the Work Experience courses will also be changing. Lisa G will write these.

August 2011

We submitted the changes to the certificate and the advisory committee discussed changing current curriculum to reflect the change to an all English exam. Judge Saucedo will not need to change his course syllabus as he teaches the oral preparation course for the State Interpreters Exam which remains the same--half English, half a second language.

May 2012

The advisory board met to discuss Spanish 281AC. This course can no longer be repeatable. We need to rewrite the course outline.

August 2012

The certificate and the course outlines have been submitted to the Curriculum Committee. The advisory committee discussed the need to find new faculty to teach Spanish 281 as Michele H will be on leave.

(4)

Interpreter (Spanish) Certificate of Achievement
Advisory Committee Members

Valeriano Saucedo Judge, Tulare County Superior Court

Georgina Betancourt Instructor, College of the Sequoias

Veronica Vidales Instructor, College of the Sequoias

Occupation Profile

Interpreters and Translators
(SOC Code : 27-3091)
in Tulare County

[Printer Version](#)

Translate or interpret written, oral, or sign language text into another language for others.

Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

View a [Career Video](#) for this occupation from America's Career InfoNet (requires [Windows Media Player](#))

Tulare County is the same as Visalia-Porterville MSA.

Occupational Wages

Area	Year	Period	Hourly Mean	Hourly by Percentile	[Top]
Visalia-Porterville MSA	2013	1st Qtr	\$14.97	25th Median \$13.34	75th \$16.78

[View Wages for All Areas About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment Estimated	Employment Projected	Employment Change Number	Employment Change Percent	Annual Avg Openings
Tulare County	2010 - 2020	70	80	10	14.3	3

[View Projections for All Areas About Projections](#)

Job Openings from [JobCentral National Labor Exchange](#)

[\[Top\]](#)

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