



Description of the Profession

Interpretation is the art and science of receiving a message from one language, understanding it, contextualizing it, analyzing it for intent, and rendering it into another language. Interpretation also involves the appropriate transfer and transmission of culturally based linguistic and nonlinguistic information. The goal of interpreting is to convey an equivalent message from a source language into a target language while meeting the linguistic needs of the recipients of the message. In addition, interpreting serves a diverse population in a variety of settings across a broad range of fields, and therefore requires professional interpreters to possess both breadth and depth of knowledge.

Objective

The *Commission on Collegiate Interpreter Education Standards* (CCIE Standards) identifies the knowledge, skills, and perspectives students need to gain in order to enter the field of professional interpreting. The *Standards* give students, faculty, curriculum developers, administrators, employers, and consumers a common set of expectations about what basic knowledge and competencies interpreting students should acquire.

The *Standards* are to be used for the development, evaluation, and self-analysis of postsecondary professional interpreter education programs. They will guide new programs in defining policies on entry requirements, curricular goals, faculty selection, teaching methods, ongoing assessment, and projected student outcomes. For existing programs, the *Standards* provide benchmarks for assessing and enhancing student outcomes, evaluating and updating faculty, and improving curricula and related practices.

Prerequisites to apply to participate in the accreditation process:

1. The institution in which the program is housed must be regionally accredited.
2. The program must require students to have successfully completed a minimum of 2 years of ASL classes, or to possess equivalent proficiency, prior to taking interpreting skills courses.
3. The program must include an authentic interpreting fieldwork experience where students are supervised by interpreter mentors who are nationally certified, holding psychometrically reliable and valid credentials (e.g., the Registry of Interpreters for the Deaf, RID, or the Association of Visual Language Interpreters of Canada, AVLIC).
4. If the program is applying for accreditation of a curriculum also delivered via distance education there must be evidence provided of adherence to best practices in blended and distance education (e.g., adherence to Quality Matters rubrics or similar quality assurance metrics).
5. The program must have had at least three graduating classes complete their degree.

Standard 1.0 Mission, Goals and Core Values

- 1.1 The sponsoring institution and affiliates, if any, must be accredited by regionally recognized agencies or meet equivalent standards.**

Evidence must include documentation of regional accreditation or, in cases outside the United States, show how equivalent standards are met.

- 1.2 The program's mission and goals are consistent with the mission and goals of the institution of higher education in which it is housed.**

Provide the mission and goals as evidence of compliance.

Evidence must include an explanation of how the program's mission and goals are consistent with that of the institution.

- 1.3 The program's statement of philosophy or core values reflects a sociolinguistic view of Deaf and hearing communities and includes the recognition and fostering of positive attitudes and respect toward diversity, including cultural, linguistic, and ethnic diversity.**

Evidence must include the statement of philosophy or core values and a narrative on how this meets the standard.

Standard 2.0 Resources and Facilities

- 2.1 The institution provides adequate financial support to allow the program to achieve its stated mission and goals.**

Evidence must include that budgetary allocations received for personnel, space, equipment, materials and supplies are regular, appropriate and sufficient for the program's operations.

- 2.2 The program has adequate facilities to achieve the program's mission and goals.**

Evidence must include documentation that program facilities such as the number of classrooms, storage areas and office space are adequate to achieve the program's educational objectives, teaching methods and the number of students.

- 2.3 The program's equipment, supplies, educational materials, library holdings and technological resources are appropriate and sufficient to achieve the program's mission and goals.**

Evidence must include documentation of program resources and holdings.

- 2.4 The program has access to clerical, technical, and support personnel that are appropriate and sufficient to achieve the program's mission and goals.**

Evidence must include documentation of faculty and student access to clerical, technical and support staff.

Standard 3.0 Students

3.1 Students are provided current, accurate, and readily available information about the program's and institution's policies and procedures.

Evidence must include the ways students are informed of policies and procedures, whether through handbooks and/or other written or electronic venues. "Screen shots" of relevant web pages, sections of handbooks, catalogues, advertisements, other publications and/or electronic media may be provided.

Web sites, catalogues, advertisements, and other publications and/or electronic media must be accurate regarding the program's and institution's:

- standards and policies regarding recruiting and admission practices;
- academic offerings;
- matriculation expectations;
- academic calendars;
- withdrawal policies and procedures;
- dismissal, suspension and grievance policies and procedures;
- transfer of credits and advanced placement policies;
- grading policies and requirements;
- tuition, fees and other charges;
- accreditation status;
- student support services, financial aid, health services.

3.2 Students receive academic advising by faculty and/or staff knowledgeable about the program and the university at least once a year regarding their progress through each phase of the program and the institution.

Evidence must include:

- a description of who advises the students and their qualifications for advising regarding program and university requirements;
- how and with what frequency students are advised; and
- advising materials (e.g., advising guidelines, program of study, or degree plans) used with students to keep them on track for graduation within a reasonable time frame.

3.3 The program documents student progress toward completion of the degree.

Evidence must include how the program maintains accurate and complete records throughout each student's program of study.

Standard 4.0 Faculty

- 4.1 The individual responsible for the program must hold a minimum of a master's degree, have experience in administration and interpreter education, and be a certified interpreter, active in the interpreting profession which may include research, involvement with interpreting organizations, and/or interpreting.**

Evidence must include a narrative of the qualifications of the individual responsible for the program, as well as a resume or CV.

- 4.2 The majority of instructors teaching interpreting classes must hold national certification that is psychometrically reliable and valid (e.g., certifications recognized by RID or AVLIC).**

Evidence of certifications must be provided.

- 4.3 The faculty must include members who hold continuing full-time teaching position at the institution.**

Evidence of the institutional commitment for this faculty and the nature of their positions must be provided.

- 4.4 Faculty members (full-time, part-time and adjunct) are qualified and competent to teach their assigned courses.**

Evidence must include the appropriateness of degree level, practical or educational experience, and other indicators of competence specific to the assigned responsibilities in the program. Include a rationale for instruction by an individual with other professional qualifications that satisfy institutional policy.

Evidence must include the resumes or CVs of program faculty and include (in chart form), faculty names, their degree levels or other indicators of competence, certification (e.g., RID and/or ASLTA), tenure or non-tenure track, and their respective assigned courses.

- 4.5 The program strives to recruit and retain qualified Deaf and DeafBlind individuals as full-time, part-time, and/or adjunct faculty members.**

Evidence must demonstrate strategies and efforts to recruit (e.g., job announcements) and retain (e.g., interpreting policies and accommodations) faculty members who are Deaf and DeafBlind.

- 4.6 The faculty are collectively diverse and/or the students have documented exposure to diverse populations.**

Evidence must include strategies and efforts to recruit and retain faculty members who are diverse with respect to gender, race, ethnicity and sexual orientation (e.g., job announcements to groups such as RID, CIT, ASLTA, BLeGIT, National Alliance of Black Interpreters, Mano-a-Mano, NAD, National Black Deaf Advocates, National Asian Deaf Congress, and Sacred Circle).

Evidence may also include information about faculty members who are engaged in research or collaboration with groups that expose students to diversity.

- 4.7 The number of faculty (full-time, part-time, and adjunct) is sufficient to provide a faculty/student ratio that is conducive to the nature of the course and provides students access to faculty.**

Evidence must include documentation that:

- the faculty/student ratio ensures quality education by adjustment of faculty/student ratio where required;
- the maximum recommended faculty/student ratio is 1:12 for interpreting skill development coursework; and
- the maximum recommended faculty/student ratio is 1:10 for field experiences (e.g., interpreting practicum or internship).

If the program's faculty/student ratio exceeds these recommended maximum ratios, a narrative should be provided offering justification and evidence from outcomes for the feasibility of the higher ratios.

4.8 Interpreting faculty have access to any and all institutional opportunities that may be afforded to other faculty, e.g., scholarly activities, service activities, participation in faculty governance, and opportunities for tenure, promotion or continued employment.

Evidence must include documentation that interpreting faculty have full access to the same institutional opportunities that may be afforded to other faculty.

4.9 Full-time faculty members have a professional development plan for keeping current and maintaining competence in the field of interpreting and interpreter education.

Evidence must include the professional development plans for each full-time faculty member as well as evidence of how their respective goals are met. If the program uses part-time or adjunct faculty, provide information about how they maintain competence and remain current.

4.10 Performance reviews are conducted at least every two years for all faculty (full-time, part-time, and adjunct). The results of those reviews are shared with faculty and are used for program and faculty improvement.

Evidence must include:

- a description of the mechanisms for regular assessment of full-time, part-time and adjunct faculty by program leadership (e.g., director, chair, evaluation committee) in accordance with institutional policy and guidelines;
- a copy of the blank form or template used for assessment;
- assurance that student evaluations are included in this assessment;
- a description of the procedures used for communicating assessment results to individual faculty members; and
- a description of the procedures used for communication and remediation of less-than-satisfactory assessment results.

If the periodic review of faculty does not occur at least every two years, a narrative should be provided justifying the cycle of review and the means of assuring effective teaching and program and faculty improvement.

Standard 5.0 Curriculum Design

5.1 The curriculum design is based upon current best practices in the ASL/ English Interpreter Education profession.

Evidence must include a narrative that addresses the following:

- the rationale and theoretical basis for the curriculum design;
- the organizing principles that guide the selection of content, scope and sequencing of coursework;
- the program's curriculum design, course sequence, and learning outcomes;
- the manner in which the curriculum design fosters cultural competence, critical thinking skills, and interpreting skills; and
- the process and frequency of curriculum review and revision.

Evidence must show clearly written and sequenced course syllabi that includes student learning objectives.

5.2 The curriculum is consistent with the mission and core values of the interpreter education program.

Evidence must include an explanation of how the curriculum and its design are aligned with the program's mission and core values.

5.3 The program assures that students have a strong foundation in English and ASL before entering into the interpreting skills classes.

Evidence must include documentation of the following:

- how students are assessed in ASL proficiency;
- results of ASL proficiency of all students who entered the interpreting skills classes for the past three (3) years;
- how students are assessed in English proficiency; and
- results of English proficiency of all students who entered the interpreting skills classes for the past three (3) years.

5.4 The program has explicit and measurable entry requirements that indicate readiness to engage in curricular activities, benchmarks indicating progress through the curriculum, and exit criteria demonstrating readiness to enter the field of interpreting.

Evidence must include a narrative that describes program entry criteria, benchmarks, as well as exit criteria.

5.5 The program has explicit strategies to expose students to multicultural and diverse populations.

Evidence must include an explanation of how this exposure is systematically implemented and threaded throughout the curriculum.

5.6 The program has strategies within the curriculum that further the acquisition of world knowledge and current events.

Evidence must include the following:

- general education requirements, co-requisites, and/or prerequisites at the undergraduate or graduate level; and
- program strategies that foster the acquisition of world knowledge and current events.

Standard 6.0 Curriculum: Knowledge Competencies
--

A chart or curriculum map that indicates in which courses the following knowledge competencies are introduced, reinforced, practiced, and applied must be provided to demonstrate how each is threaded incrementally throughout the curriculum.

6.1 The curriculum addresses competencies related to interpreting theory and knowledge.

Evidence must include documentation that the curriculum covers:

- theories of interpretation and translation;
- historical foundations of the profession;
- interpreter role, function, and responsibilities;
- ethical theory, practice, and decision-making;
- interpreting needs of Deaf, DeafBlind, and hearing consumers;
- knowledge of interpreting practices, including, but not limited to:
 - strategies and techniques to meet the needs of various DeafBlind consumers;
 - needs of various consumers (e.g., individuals with disabilities and/or conditions that impact communication);
 - teaming protocols in Deaf/Deaf interpreting teams;
 - teaming protocols used in hearing/hearing interpreting teams;
 - teaming protocols used in Deaf/hearing interpreting teams; and
 - protocols used in a variety of settings (e.g., VRS, VRI, medical, educational, conference, legal, mental health, and theatrical);
- one's own personal mental and physical self-care (e.g., managing vicarious trauma, potential stressors, burnout, and repetitive motion injury).

Sequencing of these topics must be reflected on the chart or curriculum map.

6.2 The curriculum addresses competencies related to human relations and professionalism.

Evidence must include documentation that the curriculum covers:

- service-learning, community engagement/civic responsibility to stakeholder communities, professional roles, and boundary flexibility when functioning as Deaf community allies;
- professional and ethical boundaries;
- commitment to continue self-assessment and professional development; and
- respect for individual self-identification, language, and/or communication choices.

Sequencing of these topics must be reflected on the chart or curriculum map.

6.3 The curriculum addresses knowledge competencies related to multicultural and diverse populations.

Evidence must also include documentation of the materials and resources used to meet this Standard (e.g., materials from the National Multicultural Interpreting Project or similar curricular materials).

Evidence must include documentation that the curriculum covers:

- the effects of oppression and discrimination (e.g., audism, racism, sexism);
- the influence of power and privilege within multicultural and diverse populations;
- majority and minority culture dynamics; and
- dynamics of cross-cultural interaction.

Sequencing of these topics must be reflected on the chart or curriculum map.

6.4 The curriculum addresses competencies related to knowledge of the interpreting profession and relevant resources.

Evidence must include documentation that the curriculum covers:

- professional credentialing (e.g., RID certifications, and, if relevant, state tests and licensure, and/or their equivalents in other countries);
- NAD-RID Code of Professional Conduct (or its equivalent in other countries) and other relevant guidelines for professional behavior;
- availability of community resources, organizations and agencies that serve D/deaf people;
- local and national interpreting professional organizations;
- relevant state and federal legislation; and
- business practices.

Sequencing of these topics must be reflected on the chart or curriculum map.

6.5 The curriculum addresses competencies related to research.

Evidence must include documentation that the curriculum covers:

- reading, understanding, and critically evaluating research on interpreting;
- the necessity for and value of research on interpretation and interpreter education;
- the application of research results to interpretation practice; and
- the ability to present research related content in academic ASL and in academic English.

Sequencing of these topics must be reflected on the chart or curriculum map.

Standard 7.0 Curriculum: Skills Competencies

A chart or curriculum map that indicates in which courses the following skills competencies are introduced, reinforced, practiced, and applied must be provided in order to demonstrate how each is threaded incrementally throughout the curriculum.

7.1 The curriculum fosters the continued development of language competency in both ASL and English that prepares graduates to enter the field of interpreting.

Evidence must include documentation that the curriculum includes methods for continuing to develop:

- comprehension in ASL and English at advanced levels; and
- expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise.

Sequencing of these topics must be reflected on the chart or curriculum map.

7.2 The curriculum fosters the development of competencies required for meaning transfer.

Evidence must include documentation that the curriculum includes methods for developing:

- the ability to understand the meaning and intent in the source language discourse; and
- the ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register and culture, and without interference from the source language.

Sequencing of these topics must be reflected on the chart or curriculum map.

7.3 The curriculum addresses self-assessment of the process and product of interpretation.

Evidence must include documentation that the curriculum includes strategies for developing:

- the meta-linguistic and meta-cognitive tools needed to engage in self-assessment; and
- the ability to talk about the work with mentors and colleagues, including:
 - assessment/awareness of self;
 - influence of interpreter upon interpretation; and
 - human dynamics.

Sequencing of these topics must be reflected on the chart or curriculum map.

7.4 The curriculum addresses the ability to assess a situation and the decision-making skills to meet the demands of the source language, target language, setting, and participants.

Evidence must include documentation that the curriculum includes methods for developing:

- the ability to use different methods of meaning transfer (e.g., simultaneous versus consecutive modes, translation) and to choose the appropriate method in a given setting;
- the ability and flexibility to render a consumer-driven interpretation (i.e., an interpretation that meets the consumers' linguistic preferences);
- the ability and flexibility to manage the flow of information to optimize message equivalence (e.g., pace, density, turn-taking, topics); and
- the ability to manage the physical setting (logistics), and to select and use appropriate equipment (technology).

Sequencing of these topics must be reflected on the chart or curriculum map.

Standard 8.0 Curriculum: Interpreting Field Experience

- 8.1 Field experience(s) must provide at least 300 hours of observation, shadowing, teaming, professional responsibilities, duties, and/or activities (e.g., scheduling, preparation, invoicing, meetings, and in-service training) in authentic settings where interpreters are employed.**

Evidence must include:

- number of total clock hours of field experience(s);
- description of activities other than supervised interpreting and the number of total clock hours engaged in each (e.g., observation, preparation, pre- and post-processing/supervision);
- time-span (or length) of field experience(s); and
- application of principles learned.

- 8.2 A minimum of 90 of those 300 hours must occur during the capstone experience and involve direct provision of authentic interpreting services supervised by interpreters holding national certification that is psychometrically reliable and valid (e.g., certifications recognized by RID or AVLIC).**

Evidence must include:

- certifications, credentials, and qualifications of the onsite supervising interpreter(s); and
- number of total clock hours engaged in supervised interpreting.

- 8.3 Relationships between the program (and/or the institution of higher education) and the field experience sites are clearly defined and documented.**

Evidence must include letters, emails, forms, or other documentation that ensures both entities are aware of student placement.

Evidence must include how sites are screened and selected, what criteria are used, how the sites are evaluated to ensure consistency.

- 8.4 Roles and responsibilities of the faculty coordinator, students, and on-site supervisors/mentors are clearly defined and documented.**

Evidence must include:

- samples of agreement forms;
- samples of forms that articulate goals;
- samples of forms that delineate the roles and responsibilities of the student, site, onsite supervisor and program; and
- a description of the mechanism by which the program and the site maintain contact throughout the interpreting field experience.

Standard 9.0 Outcomes, Assessments & Evaluation

9.1 The program defines and documents achievement of exit criteria of student skills and knowledge upon graduation.

Evidence must include a description of student competencies upon graduation, the measurement methodology, as well as data for at least three graduating classes on the number and percent of students who have successfully met the exit criteria.

Evidence must include documentation and a narrative of the following:

- interpreter education degree exit requirements;
- the number of students who met the exit requirements and complete the interpreter education program degree being reviewed for accreditation; and
- percent and number of students who do not meet the exit criteria.

9.2 The program tracks alumni to determine their experiences and earned interpreting credentials after graduation.

Evidence must include longitudinal data of the program's alumni, organized by year of graduation:

- the number of alumni by year of graduation;
- the type of nationally recognized certification achieved and the year earned;
- other interpreting credentials (e.g., Quality Assurance, State Certification, EIPA), including year taken, and level achieved;
- if applicable, licensure that is held and in which state(s);
- placement rate for student after graduation (6-12 months), indicate full-time and part-time employment, and setting; and
- the number of alumni:
 - currently working as interpreters;
 - currently working in related fields (list the jobs/fields);
 - did not enter the interpreting field (and their reasons);
 - left the field (and their reasons); and
 - continued their education (and what fields and degree levels they continued in).

9.3 The program collects and documents information regarding graduates and employer satisfaction.

Evidence must include survey data whether formal or informal surveys, focus groups and/or interviews for a minimum of the last three graduating classes:

- graduate satisfaction surveys to measure readiness for work; and
- employer surveys to measure readiness for work.

Evidence must include a plan for longitudinal tracking of alumni and employer satisfaction and what the results are to date.

9.4 Current and accurate program information regarding, alumni employment, certification rates and accreditation status is made available to stakeholders.

Evidence must include a description of how this information is maintained and made available.

Standard 10.0 Improvement, Planning and Sustainability

10.1 The program conducts ongoing assessment of program effectiveness and uses the results for continuous improvement, planning, and sustainability.

Evidence of assessment must include:

- documentation of the procedures followed in evaluating the quality, currency, and effectiveness of the program and the process by which it engages in systematic self-study;
- documentation of the mechanisms used to evaluate each program component (including the interpreting field experience placement);
- documentation of the schedule on which the evaluations are conducted and analyzed; and
- copies of the past two regular assessments of the program.

Evidence of the application of assessment must include:

- description of how assessment is used to further program improvement and promote sustainability;
- description of program improvement, planning, and effect on sustainability that are based upon results from the last two regular assessments; and
- description of how assessment results and subsequent program improvements are shared with all stakeholders.

10.2 The program has continuing communication with formal or informal advisors comprised of stakeholders, and uses the input from these stakeholders for continuous improvement, planning, and sustainability

Evidence of stakeholder input must include:

- a list of the stakeholders who participate in this advisory capacity;
- the mechanism(s) used to collect input from these stakeholders;
- documentation of the frequency with which these stakeholders provide input;
- description of stakeholder input on program improvements and planning; and
- description of how response to input is shared with stakeholders.