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**COMMISSION ON
COLLEGIATE INTERPRETER EDUCATION**

THE ACCREDITATION BOARD FOR INTERPRETER EDUCATION PROGRAMS

I

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Review Guidelines for Programs Doing a Self-Study Report

In this document, you will see two columns for each standard, Standard A - Standard J. The National Interpreter Education Standards are in the left-hand column and the Review Guidelines are in the left column. Standards A through J are items that programs must review and for which they must provide documentation and evidence. The Review Guidelines are worded as questions and are intended to assist programs in documenting the extent of their compliance with each of the Standards.

DESCRIPTION OF THE PROFESSION

Interpretation is the art and science of receiving a message from one language and rendering it into another. It involves the appropriate transfer and transmission of culturally-based linguistic and nonlinguistic information. The goal of interpreting is to transfer a message from a source language into a target language without skewing it while keeping in mind the linguistic needs of the recipients of the message. Interpreting serves a diverse population in a variety of settings across a broad range of fields and therefore requires professional interpreters to possess a breadth and depth of knowledge.

OBJECTIVES

Since its inception, the Conference of Interpreter Trainers has held the vision of national standards for interpreter education. The National Interpreter Education Standards identify 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 programs. They will guide new programs in defining policies on entry requirements, curricular goals, faculty selection, teaching methods, 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.

Standards

A. SPONSORSHIP

1. The sponsoring institution must be accredited by recognized agencies.
2. Sponsoring institutions must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education.
3. The sponsoring agency shall demonstrate a commitment to recognizing and fostering positive attitudes and efforts toward diversity among its members.
4. The sponsoring institution assumes primary responsibility for student admission, curriculum planning, selection of course content, coordination of classroom teaching and supervised practice, appointment of faculty,

Review Guidelines

- How does the sponsoring institution demonstrate that it is currently accredited by a recognized accrediting agency?
- How does the sponsoring institution demonstrate that it is legally authorized to offer a program of postsecondary education?
- What documentation demonstrates that the program is located in a post-secondary education institution?
- What is the documentation that the institution demonstrates a commitment to recognizing and fostering positive attitudes and efforts toward diversity among its members?
- What documentation exists that the sponsoring institution assumes responsibility for both academic and practicum components of the educational program?

receiving and processing applications for admission, and documenting satisfactory completion of the educational program. The sponsoring institution shall also be responsible for providing assurance that practicum activities assigned to students are appropriate to the program.

5. In programs in which academic instruction and supervised practice are provided by two or more institutions, responsibility of the sponsoring institutions and of each practicum center must be clearly documented as a formal affiliation agreement or memorandum of understanding. The time schedule for periodic review shall be documented.

B. Resources

1. Personnel

The program shall have a director and faculty who possess the necessary qualifications to perform the functions identified in documented descriptions of roles and responsibilities. Efforts should be made to recruit qualified Deaf program directors, faculty, and practicum supervisors.

a. Program Director

1) Responsibilities

The director of the educational program shall be responsible for management and administration of the program including planning, on-going evaluation, budgeting, and selecting faculty and staff.

2) Qualifications

The director of the educational program shall be an interpreter who has relevant experience in administration, teaching, and practice. The director shall hold a minimum of a master's degree, or have equivalent educational qualifications.

b. Faculty

1) Responsibilities

Faculty responsibilities shall be consistent with the mission of the institution.

2) Qualifications

a) The faculty shall include certified interpreters.

b) Faculty shall have documented expertise in the area(s) of teaching responsibilities and shall demonstrate effectiveness in teaching their assigned subjects.

c) The faculty must collectively have academic and experiential qualifications and background appropriate to meet program objectives.

What documentation exists of written agreements between the sponsoring institution or program and each practicum and/or internship site?

What documentation is there of a time schedule for periodic review?

What documentation is submitted of descriptions of roles and responsibilities for the program director and faculty?

How is the recruitment of Deaf personnel documented?

How does the information on the vita correlate with the job description for the program director?

Is the program director responsible for program planning; management, budget administration; selection of faculty and staff?

If not, are the program director's responsibilities comparable to those of others in the institution?

How does the program director's vita document relevant experience in interpreting administration, teaching and practice?

Does the director hold a minimum of a master's degree or have equivalent educational qualifications? How is this demonstrated?

What documentation is provided that faculty responsibilities are consistent with the mission of the institution in regard to teaching, scholarly activities, professional development, advising, institutional/or community service?

What is the documentation that the faculty includes certified interpreters?

What is the documentation that faculty members have expertise in the areas of assigned teaching responsibility?

What documentation is provided that the faculty are effective in teaching their assigned content?

What documentation is provided to demonstrate that the faculty collectively have the qualifications to meet program objectives?

3) Professional Development

a) The program shall have a documented plan for continued professional growth to ensure that program faculty can fulfill their assigned responsibilities.

b) Each faculty member shall have a written plan for continuing professional development.

4) Faculty/Student Ratio: The faculty/student ratio shall

a) Permit the achievement of the purpose and stated objectives of the program.

b) Be compatible with accepted practices of the profession.

c. Clerical and Support Staff

Clerical and program support staff shall be provided to meet program and administrative requirements.

2. Financial Resources

A budget of regular institutional funds allocated to the program shall be sufficient to develop and maintain the stated objectives of the program and to fulfill its obligations to matriculating and enrolled students.

3. PHYSICAL RESOURCES**a. Facilities**

1) Classrooms and laboratories shall be provided consistent with the program's educational objectives, teaching methods, number of students, and safety standards of the institution, and shall allow for efficient operation of the program.

2) Appropriate laboratory space shall be assigned to the interpreter education program on a priority basis.

3) Appropriate space shall be provided to store and secure equipment and supplies.

4) The program director, faculty, and support staff shall have appropriate office space.

5) Appropriate space shall be provided for the private advising of students.

6) Facilities shall be constructed and maintained according to appropriate safety and health considerations and in compliance with state and federal laws concerning accessibility.

b. Equipment and Supplies

Appropriate and sufficient equipment and supplies shall be provided for student use and for teaching the didactic and practical components of the curriculum.

What is the documented evidence of planning that assures that program faculty can fulfill their assigned responsibilities? (e.g., does the plan for faculty development enable faculty members to maintain currency in their content areas? How does the program respond to changes in demands of the institution? How are faculty assisted in attaining promotion and tenure?)

What is the documentation that each faculty member has a written plan for continuing professional development?

What is the documentation that the faculty/student ratio permits achievement of the purpose and stated objectives of the program?

What is the documentation that the faculty/student ratio is compatible with the accepted practices of the profession? (i.e., CIT statements/philosophies?)

What is the documentation that faculty/student ratios are adequate to ensure quality education?

What is the documentation that institutional financial support (including institutional funds, grants, contracts, endowments, etc.) is adequate to maintain the educational program?

If outside funding sources are terminated, will the regular institutional budget be adequate to maintain the educational program?

What is the documentation that there are sufficient classrooms and laboratories available to the program to meet the educational objectives, safety standards, and allow for efficient program operation?

What is the documentation that there is appropriate laboratory space assigned to the program on a priority basis?

What is the documentation that there is appropriate space provided to store and secure equipment and supplies?

What is the documentation that the program director, faculty, and support staff have appropriate office space?

What is the documentation that there is appropriate space available for private advising of students?

What is the documentation that the facilities are constructed and maintained according to appropriate safety and health considerations and in compliance with state and federal laws concerning accessibility?

What is the documentation that equipment and supplies are adequate and appropriate to achieve the educational objectives of the curriculum?

c. Learning Resources

Students shall have ready access in time and location to an adequate supply of current books, journals, periodicals, computers, video and audio material, and other reference materials related to the curriculum.

C. STUDENTS**1. Admissions Policies and Procedures**

a. Admission of students shall be made in accordance with clearly defined and published practices of the institution.

b. Policies regarding standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and requirements for previous education or work experience shall be provided and readily accessible to prospective students and the public.

2. Evaluation of Students

a. Criteria for successful completion of each segment of the educational program and for graduation shall be given in advance to each student.

b. Evaluation content and methods shall be consistent with the objectives and competencies described for the educational program in both didactic and supervised education components. Evaluation shall be employed frequently enough to provide students and program officials with timely indications of the students' progress and academic standing.

3. Health

Students shall be informed of and have access to the health services provided to other students in the institution.

4. Guidance

a. Advising related to interpreter education coursework and practicum shall be the responsibility of the program faculty.

b. Advising during and pertaining to practicum shall be a collaborative process between the faculty and practicum educators.

c. Referral by program faculty to other institutional or community resources shall be provided for students with problems that may interfere with the student's progress through the program.

d. Review of policies and procedures.

What is the documentation that there are library resources accessible to students?

What is the documentation that selection of students is:
(a) made in accordance with generally accepted practices of the institution?
(b) published and made available to the students?

What is the documentation that policies regarding standards for selection of students are defined and made available to the public?

What is the documentation that criteria for successful completion of each segment of the educational program and for graduation are given in advance to each student?

What is the documentation that evaluation content and methods are consistent with objectives and competencies for:

(a) didactic components of the program?
(b) fieldwork/practicum/internship components of the program?

What is the documentation that students receive timely indications of progress and academic standing?

What is the documentation that program officials receive timely indications of students' progress and academic standing?

What is the documentation that students are informed of and have access to the health services provided to other students in the institution? (Particularly with regard to programs with satellite campuses.)

What is the documentation that interpreting faculty are responsible for advising students relative to academic coursework and practicum experiences?

What is the documentation that there is collaboration between the faculty and practicum educators in advising students during their practicum experiences?

What is the documentation that students with problems that may interfere with their progress through the program are referred according to institutional policy?

What is the documentation that there is on-going review of policies and procedures?

e. Examination of curriculum design to assure integration of program's mission and philosophy.

What is the documentation that there is on-going examination of curriculum design to assure its integration of the program's mission and philosophy?

D. OPERATIONAL POLICIES

1. Fair Practices

a. Program description, publications, announcements, and advertising shall accurately reflect the program offered.

What is the documentation that the program description, publications, announcements, and advertising accurately reflect the program offered?

b. Student and faculty recruitment, student admission, and faculty employment practices shall be nondiscriminatory with respect to race, ethnicity, socioeconomic class, gender, age, creed, sexual orientation, disabling conditions, and national origin. Practices shall comply with the institution's published nondiscrimination, equal opportunity, and affirmative action policies.

What is the documentation that student and faculty recruitment and student admission and faculty employment practices are nondiscriminatory with respect to race, ethnicity, socioeconomic class, gender, age, creed, sexual orientation, disabling conditions, and national origin?

c. Graduation requirements, tuition, and fees shall be published and made known to all applicants.

What is the documentation that practices comply with the institution's published nondiscrimination, equal opportunity, and affirmative action policies?

What is the documentation that graduation requirements, tuition and fees are accurately stated, published, and made known to all applicants?

d. The program or sponsoring institution shall have a defined and published policy and procedure for processing student and faculty grievances.

What is the documentation that the program or sponsoring institution has a defined and published policy and procedure for processing student and faculty grievances?

e. Policies and processes for student withdrawal and for refunds of tuition and fees shall be published and made known to all applicants.

What is the documentation that policies and processes for student withdrawal and for refunds of tuition and fees are published and made known to all applicants?

f. Policies and procedures regarding student suspension and dismissal shall be published and made known.

What is the documentation that policies and procedures regarding student suspension and dismissal are published and made known?

g. Provision shall be made for the health, safety, and confidentiality of consumers, students, and faculty associated with educational activities.

What is the documentation that provisions are made for the health, safety, and confidentiality of consumers, students, and faculty associated with educational activities?

h. A program admitting students on the basis of ability to benefit shall publicize its objectives, assessment measures, and means of evaluating ability to benefit.

If this program admits students on the basis of ability to benefit, what is the documentation that it publicize its objectives, assessment measures, and means of evaluating ability to benefit?

i. Documentation of all graduation requirements shall be published and made known to applicants.

What is the documentation that there are published statements of all graduation requirements?

2. Student Records

Satisfactory records shall be maintained regarding student admission, enrollment, and achievement. Grades and credits for courses shall be recorded on students' transcripts and maintained according to the sponsoring institution's policies.

What is the documentation that appropriate student records are maintained in accordance with institutional policy?

E. PROGRAM EVALUATIONS

The program shall have a continuing system for reviewing the effectiveness of the educational program especially as measured by student achievement and shall prepare timely self-study reports to aid the staff, the sponsoring institution, and the accrediting agencies, where applicable, in assessing program qualities and needs.

What is the documentation that the program has a system for ongoing program review?

Is it clear how frequently data are collected from each source?

1. Outcomes

Programs shall routinely secure sufficient qualitative and quantitative information regarding the program graduates to demonstrate an ongoing evaluation of outcomes consistent with the graduate competencies specified by the educational program.

a. This data should be routinely documented and analyzed.

b. Sources of data should include but not be limited to:

1) Surveys of graduates and employers on such matters as employment settings, type and scope of practice, salary, job satisfaction, and adequacy of the educational program in addressing education and skills.

2) Interviews with program graduates and employers of graduates, e.g., satisfaction with graduates' skills; satisfaction with own skills upon entry into employment.

3) Data on the evaluation of student performance on state and national certification examinations.

2. Results of Ongoing Program Evaluation

The results of ongoing evaluation shall be appropriately reflected in the curriculum and other dimensions of the program. In particular, the program shall systematically use the information obtained in its evaluation to foster student achievement.

Program evaluation should be a continuing systematic process and should include:

a. Internal and external curriculum validation in consultation with employers, faculty, mentors, students, and graduates.

b. Follow-up studies of students' employment and performance on state and national examinations.

c. Review of admissions policies and procedures.

d. Examination of curriculum design to assure integration of program's mission and philosophy.

F. CURRICULUM**1. Description of the Program**

a. Mission

The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.

b. Philosophy

The statement of philosophy of the program shall reflect:

Are timely reports prepared and appropriately disseminated?

What is the documentation that the program routinely secures sufficient qualitative and quantitative data regarding program graduates?

What is the documentation that the program conducts ongoing evaluation of outcomes that are consistent with graduate competencies as specified by the educational program?

How often are the data collected and analyzed?

What is the documentation that this information has been collected?

What is the documentation that this information has been collected?

What is the documentation that this information has been collected?

What is the documentation that there is a system for use of the information obtained to review curriculum effectiveness?

What is the documentation that modifications are made in the curriculum as appropriate?

What is the documentation that there is a continuing systematic process of program evaluation that includes:
-internal and external curriculum validation in consultation with employers, faculty, mentors, students, and graduates?

-follow-up studies of students' employments and performance on state and national examinations?

-review of admissions policies and procedures?

-examination of curriculum design to assure its integration of the program's mission and philosophy?

What is the documentation that there is a set of organizing ideas (a curriculum) that supports the mission of the interpreter education program?

What is the documentation that the statement of philosophy of the program reflects a sociolinguistic view of Deaf and hearing communities?

1) A sociolinguistic view of Deaf and hearing communities. Efforts should be made to establish and maintain an open and continuing dialogue with members of the Deaf community. The opinions and information gained through the dialogues should guide the development of the curriculum, instruction, and practicum.

2) An approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation. Approaches to learning shall identify and support the learning needs of a diverse population including traditional undergraduates, women students, student parents, older students, disabled students, students from racial and religious minorities, and international students.

2. Curriculum Design

a. The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall:

1) Support the mission of the interpreter education program.

2) Identify educational goals that are consistent with the program's mission and philosophy statements.

3) Describe the set of organizing principles that explains the selection of the content, scope, and sequencing of coursework.

4) Include recognition and mention of diverse cultures and groups.

b. Instruction shall follow a plan which provides evidence of

1) Appropriate teaming experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised practice.

2) Clearly written and sequenced course syllabi which describe learning, objectives and competencies to be achieved for both didactic and supervised education components.

3) Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.

What is the documentation that there are efforts to establish and maintain open and continuing dialogue with members of the Deaf community?

What is the documentation that this dialogue has guided the development of the curriculum, instruction, and practicum?

What is the documentation that the philosophy of the program supports an approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation?

What is the documentation that the approaches to learning identify and support the learning needs of a diverse population?

What is the documentation that there is a set of organizing ideas (a curriculum) that:

-supports the mission of the interpreter education program?

-identifies educational goals that are consistent with the program's mission and philosophy statements?

-describes the common linkages among all courses in the curriculum?

-explains why the courses are offered in the identified sequence?

-explains why the specific content is included in each course?

-is there evidence that course objectives, content, teaching methods, learning activities and evaluation methods are compatible?

-includes recognition and mention of diverse cultures and groups?

What is the documentation that there are appropriate learning experiences that build upon each other and meet the requirements for graduation?

What is the documentation that there are:

(a) clearly written course syllabi for the academic component of the curriculum?

(b) objectives and competencies expected for the fieldwork component?

What is the documentation that there is frequent evaluation of student acquisition of knowledge, behavior and skills in both the academic and clinical components of

G. PREREQUISITES

Language prerequisites shall be specified as a foundation for the professional education.

1. American Sign Language

a. Students shall possess proficiency in American Sign Language that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

2. English

a. Students shall possess proficiency in English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

H. CONTENT REQUIREMENTS

The course of study shall be based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. It shall include:

1. Liberal arts content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:

- a. Superior oral and written communication skills.
- b. Logical thinking, critical analysis, problem-solving, and creativity.
- c. Knowledge and appreciation of multicultural features of society.
- d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population.

2. Social and behavioral sciences content that is prerequisite to, or concurrent with, professional education.

- a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.
- c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.

3. Professional education which will enable students to develop and apply knowledge and competencies in interpretation.**a. Knowledge areas shall include:**

the curriculum?

What is the documentation that language prerequisites are specified as a foundation for professional education?

What is the documentation that incoming students possess proficiency in ASL that enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse?

What is the documentation that incoming students possess proficiency in English that enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse?

What is the documentation that a rationale is provided for the established prerequisite requirements?

What is the documentation that there is a mechanism for assuring that students have or acquire this content?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of human behavior in the context of sociocultural systems?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to apply this knowledge?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of knowledge in interpretation?

What is the documentation that the objectives for this content area have been implemented?

- 1) Theories of interpretation and translation
- 2) Historical foundations of the profession
- 3) Interpreter role and responsibilities
- 4) Professional ethics
- 5) Human relations
- 6) Dynamics of cross-cultural interaction
- 7) Human services and community resources
- 8) Certification and licensure
- 9) Business practices
- 10) State and federal legislation
- 11) Continuing professional development
- 12) Stress management and personal health

b. Competencies shall include:

1) Language

a) ability to understand the source language in all its nuances.

b) ability to express oneself correctly, fluently, clearly, and with poise in the target language.

2) Message Transfer

a) ability to understand the articulation of meaning in the source language discourse.

b) ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.

c) ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

3) Methodology

a) ability to use different modes of interpreting (i.e. simultaneous or consecutive), ability to choose the appropriate mode in a given setting

b) ability to use different target language forms, ability to choose the appropriate form according to audience preference

4) Subject matter

a) breadth of knowledge allowing interpretation of general discourse within several fields

What is the documentation that the students appear to be prepared and able to apply this knowledge?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of competencies in languages for interpretation?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of message transfer in interpretation?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of methodology?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of subject matter in interpretation?

b) sufficient specialized knowledge of one or two disciplines allowing interpretation of more specialized discourse within these disciplines

5) Techniques and logistics, such as ability to manage the setting and ability to select and use appropriate equipment.

4. Research

a. Necessity for and values of research on interpretation and

interpreter education

b. Essential components of a research protocol

c. Analysis of studies related to interpretation

d. Application of research results to interpretation practice

5. Practicum

a. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.

1) Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

2) The ratio of program faculty to students shall ensure proper supervision in and frequent assessment of achieving the objectives.

3) Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.

b. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.

c. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.

1) The practicum should provide experiences with various groups across the life-span, various language preferences, and various service-delivery models

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of techniques and logistics in interpretation?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of research in interpretation?

What is the documentation that the objectives for this content area have been implemented?

What is the documentation that the students appear to be prepared and able to demonstrate these competencies?

What is the documentation that supervised practicum is an integral part of the educational program?

What is the documentation that the objectives for each phase of the practicum have been collaboratively developed and documented by the program faculty, practicum supervisor, and student?

What is the documentation that the ratio of program faculty to students ensures proper supervision and frequent assessment?

What is the documentation that practicums are conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the students?

What is the documentation that there is directed supervision in selected aspects?

What are these aspects?

What is the documentation that there is supervision provided at appropriate times throughout the program?

What is the documentation that there in-depth experiences are provided?

What is the documentation that the practicum provides a variety of experiences?

reflective of current practices in the profession.

2) The practicum shall be supervised by qualified personnel.

3) To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.

4) The student's practicum shall be formally evaluated and documented by the practicum supervisor in accordance with program guidelines. This evaluation shall be shared with the student.

What is the documentation that there is supervision of practicums by qualified personnel?

What qualifications?

What is the documentation that practicums are completed within a reasonable time frame?

What is the time frame?

What is the documentation that practicums are formally evaluated and documented by the practicum supervisor in accordance with program guidelines?

What is the documentation that this evaluation is shared with the student?

K. References

Roberts, Roda P. 1992. "Student Competencies in Interpreting: Defining, Teaching, and Evaluating." In E. A. Winston (Ed.), *Student Competencies: Defining, Teaching, and Evaluating*. Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver 1992.