Commission on Collegiate Interpreter Education
Accreditation Standards
2019

Introduction

This document sets forth the expectations of the Commission of Collegiate Interpreter Education (CCIE) for Interpreter Education within the United States and Canada. It is also intended to serve as a reference for those designing interpreter education programs and evaluating, and analyzing postsecondary professional interpreter education programs. The 10 standards below address institutional practices, faculty governance, curriculum development, practicum supervision, and assessment of interpreter education. The 10 standards provide a common set of expectations about what basic knowledge and competencies interpreting students should acquire.

Standard 1.0: Program Quality: Mission, Goals, Philosophy & Governance

1.1   The sponsoring institution and affiliates, if any, must be accredited by regionally or provincially recognized accrediting agencies.

Evidence must include documentation of regional or provincial accreditation.

1.2   The program's mission and goals must be consistent with the mission and goals of its higher education institution.

The institution and program's mission and goals statements must be provided. Evidence must also 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 set of core values reflects a sociolinguistic view of deaf communities, and recognizes and fosters positive attitudes and respect toward individuals with diverse life experiences, perspectives, identities, and backgrounds.

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

Standard 2.0: Institutional Commitment and Resources
The attached memo, completed and signed by the Department Chair or Dean, serves as evidence of this standard.

2.1   The institution provides adequate fiscal resources to allow the program to achieve its stated mission, goals and expected outcomes.

2.2   The program has adequate physical space and facilities to achieve the program's mission, goals, and expected outcomes.

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

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

Standard 3.0: Students

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

Evidence must include all of the following:
- *An electronic copy of or link to the program handbook;*
- *A link to the program's website that includes the program of study*
- *Links to relevant university policies*
- *Links to program policies, including policies and procedures on recruiting and admission practices, withdrawal, dismissal, suspension, grievance, transfer of credits, advanced placement, grading and requirements; and*
- *Links to supplemental student services for healthcare, financial aid, and other support.*

3.2	Students receive academic advising by faculty and/or staff knowledgeable about the program of study and university at least once a year regarding the students' progress through the program of study, degree plan, and/or course map.

Evidence must include documentation of the academic advising process, including designated academic advising personnel, advising schedules, and specific materials that aid students in making steady progress toward graduation.

Standard 4.0: Faculty

4.1	The program director or coordinator has, at a minimum, a master's degree, has experience in administration and interpreter education, and is a certified interpreter, who is also active in the interpreting profession (e.g. research, involvement with interpreting organizations, and/or interpreting).

Evidence must include the responsible individual's resume or curriculum vitae and a narrative of that individual's qualifications.

4.2	Faculty members (full-time, part-time, and adjunct) are academically qualified (holding at least one degree above the students they are teaching), experientially prepared, and hold a valid certification for their assigned courses. If there is a deviation from this criterion (e.g. during times when certification exams are suspended), the program must provide additional documentation of the teacher's training and experience.

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 of individuals holding other qualifications must include the resumes or curriculum vita of program faculty and include (in chart form) faculty names, their degree levels and/or other indicators of competence, certification, tenure or non-tenure track status, and respective assigned courses.

4.3　　Program faculty include a minimum of two members who hold continuing, full-time teaching appointments at the institution.

Evidence of continuous, full-time teaching appointments must be provided.

4.4　　The program strives to recruit and retain qualified deaf or 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 access/accommodation support) faculty members who are of the deaf or deafblind community.

4.5　　The faculty are collectively diverse and/or the students have documented exposure to individuals with diverse life experiences, perspectives, and backgrounds.

Evidence must include strategies and efforts to recruit and retain faculty members who are diverse with respect to gender, race, ethnicity, and sexual orientation. The curriculum materials and resources must reflect individuals with diverse life experiences. Evidence may also include information about faculty engagement and collaboration with groups that expose students to diversity.

4.6　　The number of faculty (full-time, part-time, and adjunct) is sufficient to provide a student/faculty ratio of 15:1 (required) or 12:1 (recommended) in interpreting skills-based courses.

Evidence must include documentation that:
- *The program provides pedagogically sound faculty/student ratios for specific course content;*
- *The maximum recommended student/faculty ratio is 12:1 and CCIE requires a 15:1 ratio for advanced language and interpreting development coursework; and*
- *The maximum recommended faculty/student ratio is 10:1 for field experiences (e.g., interpreting practicum or internship). If the program's student/faculty ratio exceeds the recommended maximum ratios, a narrative must provide justification.*

4.7　　The institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and interpreting practice, upkeeping the institution's mission, goals, and expected faculty outcomes.

Evidence must include documentation that institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and is congruent with the mission, goals, and expected faculty outcomes. Evidence must include documentation that:
- *Faculty have opportunities for ongoing development in teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*
- *If interpreting practice is expected of faculty, opportunities are provided for faculty to maintain competence.*
- *Institutional support ensures maintenance of currency in clinical practice for*

faculty in roles that require it.

4.8   Full-time faculty members demonstrate currency and maintain competence in the field of interpreting and interpreter education.

Evidence must provide information about how faculty members maintain competence and remain current in the field.

4.9   Performance reviews are conducted for all faculty (full-time, part-time, and adjunct).
Evidence must include all of the following:
- *A description of the mechanisms for regular assessment of all faculty by program leadership (e.g., director, chair, evaluation committee) in accordance with institutional policy and guidelines;*
- *A copy of the form or template used for assessment;*
- *Confirmation that student evaluations are included in this assessment;*
- *A description of the procedures for communicating assessment results to individual faculty members; and*
- *A description of the procedures for communication and remediation of less than-satisfactory assessment results.*

Standard 5.0: Program Quality: Curriculum and Teaching-Learning Practices

5.1   The curriculum is developed, sequenced, and revised to reflect clear statements of expected student outcomes that:

1. Are congruent with the roles for which graduates are being prepared for and consider the needs of the program-identified community of interest;
2. Foster cultural competence, critical thinking skills, and interpreting skills; and
3. Articulates the process and frequency of curriculum review and revision.

Evidence must show clearly written and sequenced course syllabi that includes measurable student learning objectives and how these align with CCIE standards. Documentation must also clearly demonstrate that curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes for which students are being prepared.

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 interpreting education curriculum and its design are aligned with the program's mission and core values.

5.3   The program ensures that students have a strong foundation in English and ASL *prior* to enrollment in interpreting skills classes.

Evidence must include documentation of the following:
- *How students are assessed in ASL proficiency beyond coursework;*
- *Results of a minimum of three years of ASL proficiency assessments of all students prior to enrollment in interpreting skills courses;*

- *How students are assessed in English proficiency beyond coursework; and*
- *Results of a minimum of three years of English proficiency assessments of all students prior to enrollment in interpreting skills classes.*

5.4   The program has explicit and measurable entry requirements, progress measures and exit criteria that demonstrate successful completion of the program.

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

5.5   The program has explicit strategies to expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Evidence must include all of the following:
- *A narrative of how this exposure is systematically implemented and threaded throughout the curriculum and is reflective of the local context in which the program is situated;*
- *A narrative of how curriculum materials and resources reflect individuals with diverse life experiences, and how this exposure is systematically implemented and threaded throughout the curriculum; and*
- *A narrative of how faculty are engaged in and collaborate with groups that expose students to diversity.*

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

Evidence must include all of the following:
- *General education requirements, co-requisites, and/or prerequisites for the program; and*
- *Program strategies that foster the acquisition of world knowledge and current events.*

Standard 6.0 Curriculum: Knowledge Competencies

Use the attached Curriculum Map Template as a guide for documenting evidence. Also see glossary for definitions.

6.1   The curriculum addresses foundational competencies relevant to interpreting theory and knowledge.

Evidence must include documentation that the curriculum covers all of the following:
- *Theories of translation;*
- *Theories of interpretation;*
- *Historical foundations of the interpreting profession;*
- *Interpreter role and responsibilities;*
- *Ethical theory, practice, and decision-making;*
  Interpreting practices for consumers who are diverse within the deaf, deafblind and nondeaf communities, including diverse transliteration and communication strategies .
- *Knowledge of interpreting practices, including but not limited to:*

         o   *Strategies for diverse deafblind communication modes and preferences, consumers with other disabilities, and/or consumers who have atypical language.*

         o   *Teaming or co-interpreting protocols, including deaf-hearing teams.*

         o   *Protocols used in a variety of settings.*

         o   *Protocols for determining interpreter suitability for assignments, including mental, physical, and emotional self-care and monitoring.*

Sequencing of these topics must be reflected on the chart provided.

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

Evidence must include documentation that the curriculum covers all of the following:
- *Deaf community engagement/responsibility to deaf communities, allyship, service learning, professional roles, boundaries, flexibility and interactions with the community;*
- *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 provided.

6.3   The curriculum addresses knowledge competencies related to the diversity found in local and/or regional communities.

Evidence must include documentation that the curriculum covers all of the following:
- *The effects of oppression and discrimination (e.g., audism, lingucism, racism, sexism);*
- *The influence of power and privilege within diverse populations;*
- *Majority and minority culture dynamics; and*
- *Dynamics of cross-cultural interaction.*

Sequencing of these topics must be reflected on the chart provided.

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

Evidence must include documentation that the curriculum covers all of the following:
- *Professional credentialing (e.g., RID certifications, and, if appropriate, state tests and licensure, and/or equivalent);*
- *RID Code of Professional Conduct (or its equivalent) and other relevant guidelines for professional behavior;*
- *Availability of community resources, organizations, and agencies serving the deaf community;*
- *Local, national and international interpreting professional organizations;*
- *Relevant state and federal legislation; and*
- *Relevant business practices.*

Sequencing of these topics must be reflected on the chart provided.

6.5   The curriculum addresses competencies regarding current evidence-based

research.

Evidence must include documentation that the curriculum incorporates all of the following:
- *Reading, understanding, and critically evaluating research on interpreting;*
- *A clear identification of the necessity for and value of research on interpretation and interpreter education;*
- *Application of research results to interpretation practice; and*
- *Opportunities for students to present research-related content in academic ASL and academic English.*

Sequencing of these topics must be reflected on the chart provided.

Standard 7.0 Curriculum: Skills Competencies

Use the attached Curriculum Map Template as a guide for documenting evidence. Also see glossary for definitions.

7.1   The curriculum fosters the continued development of language competency in both ASL and English that meet program requirements**.**

Evidence must include documentation that the curriculum includes methods for continued development of:
- *Comprehension in ASL and English at advanced levels with accuracy, fluency, and clarity; and*
- *Expression of ASL and English at advanced levels with accuracy, fluency, and clarity.*

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

7.2   The curriculum addresses the development of interpreting strategies necessary for effective interpretation.

Evidence must include documentation that the curriculum includes methods for developing the ability to:
- *Co-construct meaning within a given discourse event; and*
- *Understand co-construction principles of interpretation and how they frame interpreting decisions.*

Sequencing of these topics must be reflected on the chart provided.

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 critical thinking and linguistic analysis skills needed to engage in self-assessment; and*
- *Engagement in critical reflective discussions with mentors and colleagues, including linguistic and cultural parameters, influence of interpreter upon interpretation, and human dynamics.*

Sequencing of these topics must be reflected on the chart provided.

7.4   The curriculum addresses the ability to assess an interpreted interaction and the decision-making skills vital to effective interpretation.

Evidence must include documentation that the curriculum includes methods for developing the ability to:
   - *Effectively work with deaf interpreters and deaf advocates;*
   - *Evaluate an interpreted situation to determine the need for a deaf/hearing interpreting team;*
   - *Translate and utilize consecutive and simultaneous interpreting modes, and choose the appropriate method in a given discourse event;*
   - *Render a consumer-driven interpretation (i.e., an interpretation that meets the consumers' linguistic preferences); and*
   - *Manage the flow of information to realize effective interpretation.*

Sequencing of these topics must be reflected on the chart provided.

Standard 8.0 Curriculum: Interpreting Field Experience

You may use the chart provided for tracking purposes.

8.1   Field experiences must include at least 300 hours of observation, 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 all of the following:
   - *Total expected hours of field experiences;*
   - *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);*
   - *Length or timespan of field experiences; and*
   - *Application of learned principles.*

8.2   A minimum of 100 hours of authentic interpreting services must occur during the capstone experience, and must be directly supervised by interpreters who are academically qualified, experientially prepared, and/or hold a valid certification for the interpreted interactions. This 100 hours may be reflected within the total 300 hours of field experience.

Evidence must include all of the following:
   - *Certifications, credentials, and qualifications of the onsite supervising interpreter(s);*
   - *Criteria for selection of deaf supervisors and deaf supervised interpreting settings; and*
   - *Documentation of the total 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 documentation that ensures both entities are aware of the parameters of student placement, including all of the following:
- *How sites are screened and selected;*
- *What criteria are used; and*
- *How the sites are evaluated for consistency.*

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

Evidence must include all of the following:
- *A copy of the agreement form samples;*
- *Form samples that articulate goals;*
- *Form samples 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, and data on the number and percent of students in at least three graduating classes who have successfully met the exit criteria .

Documentation and a narrative must include all the following:
- *Interpreter education degree exit requirements;*
- *The number of students who meet the exit requirements and complete the interpreter education program degree being reviewed for accreditation; and*
- The *percentage and number of students who do not meet the exit criteria.*

9.2   The program tracks graduates to assess their experiences and earned interpreting credentials after graduation.

Evidence must include all of the following:
- *Longitudinal data of the program's graduates for a minimum of three years, organized by year of graduation, the number of graduates by year of graduation, the type of national certification attained, and the year attained;*
- *Other interpreting credentials, including year taken and level achieved, and if applicable, licensure that is held and in which state(s);*
- *Placement rate for students after graduation (6-12 months) and employment status (part-time, full-time, etc.) and setting; and*
- *The number of graduates currently working as interpreters, currently working in related fields (list the jobs/fields), not entering the interpreting field (and their reasons), leaving the field (and their reasons); or continuing 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.*

A plan for longitudinal tracking of graduate and employer satisfaction and what the results are to date must also be included.

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

Evidence must include a description of how this information is maintained and shared with stakeholders.

Standard 10.0 Improvement, Planning, and Sustainability

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

Evidence of assessment must include documentation of all of the following:
- *The procedures adhered to for evaluation of the quality, currency, and effectiveness of the program and the process by which it engages in systematic self-study;*
- *The mechanisms used to evaluate each program component (including the interpreting field experience placement);*
- *The schedule on which the evaluations are conducted and analyzed; and*
- *Copies of the past two regular program assessments.*

Evidence of the application of assessment must include a description of all of the following:
- *How assessment is used to further program improvement and promote sustainability;*
- *Program improvement, planning, and effect on sustainability based upon results from the last two regular assessments; and*
- *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 their input for continuous improvement, planning, and sustainability.

Evidence of stakeholder input must include all of the following:
- *A list of the stakeholders who participate in this advisory capacity;*
- *The mechanisms used to collect input from these stakeholders;*
- *The frequency with which these stakeholders provide input;*
- *What input on program improvements and planning is invited; and*
- *How response to input is shared with stakeholders.*

GLOSSARY

Certification: Certification held that is nationally or regionally recognized, including certification offered by the Registry of Interpreters for the Deaf (RID), the Canadian Association of Sign Language Interpreters (CASLI), Board for Evaluation of Interpreters (BEI), and Educational Interpreter Performance Assessment (EIPA) 4.0, and certification from the American Sign Language Teachers Association (ASLTA).

Community of interest: A community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing interpreters, clients, employers, the community/public). Groups and individuals who have an interest in the mission, goals, and expected outcomes of the interpreting program and its effectiveness in achieving them. The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Field Experience: Planned learning activities in interpreting practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Field experiences may be known as practicum learning opportunities, field practice, specialized strategies, experiential learning strategies, or internship. Classroom mock interpreting practice is not defined as field experience.

Institution: An organization or establishment devoted to education (e.g. the college, polytechnic, or university that hosts the interpreter education program).

Interpreter Program: A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional interpreting at a specified degree level (associate's, baccalaureate, master's, doctorate).

Mission: A statement of purpose defining the unique nature and scope of the institution or the interpreting program.

Service Learning: a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcome.

For curriculum design purposes in standards 6 & 7:

Introduction: First reading/lecture of topic

Reinforce: Discussion and further expansion of topic

Practice: Activities and non-graded work that includes the topic

Application: Activities and assignments that are evaluated for a score