

Instructional Program/Discipline Review  
Center for Deaf Studies  
Interpreter Preparation Program  
2005-2006

**1. Program Description and Scope**

The Interpreter Preparation Program (IPP), then called the Interpreter Training Program, (ITP) began in 1976. In 1980, Ohlone won a 5 year federal National Interpreter Education Grant which we ran for 5 years. In 1982, the college went from Quarters to Semesters so the curriculum was rewritten. In 1992, the curriculum was again rewritten to include several significant changes. Among them were screening applicants for success, capping the class size to 10 (following the Conference of Interpreter Trainers position on optimal class size) and instituting a 5 unit (15 hour/week) Deaf mentorship and Interpreting Internship offered in the 2<sup>nd</sup> and 4<sup>th</sup> semesters.

The goals of the program include preparing students to enter the field of Sign Language interpreting upon their graduation and to pass the written test offered by the National Registry of Interpreters for the Deaf. Of the students who have elected to take the test, all have passed it. Of the students who graduated in 2005, all are currently working as interpreters at Ohlone, Leigh High School, San Jose State University, San Francisco State University, Cal State University, East Bay, DCARA in Santa Cruz and some private practice (or Freelance) interpreting.

The IPP relies on community and public agency input as stated in the Career and Occupational Education goals and follows through with this commitment in our Mentorship and Internship sponsors. Our Advisory Board is made up of a representative sampling of the Deaf and Interpreting communities. Additionally, heavy emphasis is given to oral and written communication, critical thinking skills development and an understanding and appreciation of human differences in meeting the College's purpose for general education.

Since the IPP is considered vocational by the state of California, the program is fulfilling the core purpose of the college. Our catalog states, "The mission of the college is to serve the community by providing a center for career...and lifelong learning." We have provided both the community at large and the Deaf community of Fremont as well as the rest of the San Francisco Bay Area with trained, entry-level interpreters over the past 30 years. Our graduates are working in high schools, community colleges, universities and as interpreters in private practice providing interpreting services for agencies, businesses and government programs.

There continues to be a need for qualified interpreters nation wide.

- Since the 1970's, increased educational opportunities have been available to deaf people. As a result, there are more deaf professionals who require more and better qualified interpreting services

- The passage of PL94-142 in 1975 makes way for Deaf children to be educated in their local public schools—often requiring interpreters as the bridge to accessible education.
- Since 1992, with the passage of the Americans with Disabilities Act (ADA), more interpreters are needed to fill the demands mandated by law.
- IDEA and recent changes to the California Ed code will require educational interpreters (K-12) to be certified by 2007.
- Technology has created new jobs in the form of (VRS) Video-Relay Service requiring round-the-clock coverage of Sign Language Interpreters relaying telephone calls and VRI, Video Remote Interpreters who interpret from centers or home, where video equipment allows the interpretation to be handled remotely.

### **Current Programming**

We have a 15 course, 46 unit cohort model program. The same courses are required for both the AA and the Certificate of Achievement. The curriculum framework has remained virtually unchanged. Current research has been regularly infused into class content.

Currently, our evening and “BRIDGE” classes address the needs of working interpreters who need and desire professional development. The National Registry of Interpreters for the Deaf implemented a Certificate Maintenance Program. Our evening, weekend and BRIDGE class offerings qualify certified interpreters for a portion of their required hours. In a recent study conducted by an outside consultant, there exists a need to augment this portion of our course offerings. Interpreters want more opportunity for continuing education.

We began offering a course (cross-referenced with ASL) on-line. At least one class is web-enhanced. Currently, this part of our programming has remained static.

In addition to their teaching assignments, IPP faculty has served on the Cultural Diversity committee and on the Ohlone College Council. Much time is devoted to program administration, outreach, IPP Screening Day activities and coordination. Also the faculty has served in a number of professional organizations in the interpreting field.

## **2. Relationship to Ohlone College Mission and Goals**

The Program Review process provides an excellent opportunity for us to examine how the IPP is aligned with the Ohlone College Mission and Goals as well as to determine what the IPP is doing to become a student-centered model of excellence in instruction and the delivery of support services to IPP students. The IPP shares the College’s commitment to preparing students for career and life-long learning and

ensuring accessibility to IPP students who can benefit from instruction. Currently the courses are not transferable.

The IPP contributes to the college goal of promoting appreciation for and understanding of diverse cultures by spotlighting the language and culture of Deaf people as well as looking at the experiences of people from other cultures. Not only does the IPP provide courses on the language and culture of deaf people, but, many of our stimulus tapes include signers from diverse cultures due to the national Multicultural Interpreting Project in El Paso, Texas. Furthermore, the Ohlone Center for Deaf Studies (OCDS) promotes collaboration between the American Sign Language (ASL), Interpreter Preparation Program (IPP) and Deaf Preparatory Programs, providing opportunities for hearing and deaf students to interact with the expected outcome of greater communication fluency in American Sign Language and improved cross-cultural understanding. Our Deaf mentorship class has students mentor at a variety of agencies which serve diverse populations. The IPP also studies interpreting for specialized populations including Deaf-Blind, Oral Deaf persons as well as working with people who are semi-lingual.

The IPP embraces the Learning College Model, utilizing methods that hold the most promise for improving student success. Class size is limited to ten students to maximize individualized instruction. The IPP offers a varied program designed to meet the diverse needs of students. The IPP provides intensive coursework, lab training opportunities and mentorship and internship experiences in collaboration with various agencies and organizations. These include the Deaf Counseling, Advocacy and Referral Agency (DCARA), Community Resources for Independence in Santa Rosa (CRI), San Francisco State University (SFSU), San Jose State University (SJSU), Laney College, St. Joseph's Center for the Deaf, California School for the Deaf, Goodwill in San Francisco, Tool Works, Deaf Hope, Leigh High School, San Francisco Lighthouse for the Blind and the State Park System at Fort Ross. IPP faculty uses a variety of media and activities to promote learning. Media includes video, audio, and DVDs. Sorenson Communications has donated several Video-phones that will be used to perform mock calls. A newly purchased computer and LCD projector allows for presentations to be more accessible in a "non-smart room" environment. While a lot of our work is repetitive, live presentations by students, lectures, outside presenters, and web-enhanced classes are utilized. There is a plethora of activities occurring outside class time which promotes independent learning outside of the classroom.

## Enrollment Data

| Semester | Year | IPP Enrollment <sup>1</sup> | IPP Retention <sup>2</sup> | College - Wide Retention <sup>2</sup> | IPP Success <sup>3</sup> | College- Wide Success <sup>3</sup> |
|----------|------|-----------------------------|----------------------------|---------------------------------------|--------------------------|------------------------------------|
| Summer   | 2002 | 0                           |                            |                                       |                          |                                    |
| Fall     | 2002 | 73                          | 95%                        | 82%                                   | 89%                      | 63%                                |
| Spring   | 2003 | 58                          | 91%                        | 82%                                   | 76%                      | 70%                                |
| Total    |      | 131                         |                            |                                       |                          |                                    |
| Summer   | 2003 | 0                           |                            |                                       |                          |                                    |
| Fall     | 2003 | 79                          | 86%                        | 83%                                   | 79%                      | 68%                                |
| Spring   | 2004 | 54                          | 100%                       | 82%                                   | 96%                      | 70%                                |
| Total    |      | 133                         |                            |                                       |                          |                                    |
| Summer   | 2004 | 0                           |                            |                                       |                          |                                    |
| Fall     | 2004 | 106                         | 94%                        | 89%                                   | 83%                      | 67%                                |
| Spring   | 2005 | 79                          | 97%                        | 84%                                   | 80%                      | 71%                                |
| Total    |      | 185                         |                            |                                       |                          |                                    |

<sup>1</sup> Enrollment- Enrollment at census; "IPP" classes

<sup>2</sup> Retention- percent of students who remain through end of term

<sup>3</sup> Success- percent of students who receive grade of A,B,C, or credit

Because the IPP follows a cohort learning model and because we screen for success each Spring for our Fall class, our retention rate remains high. We require fluency in ASL and English as well as readiness for college level work. We have a day long screening for our applicants in collaboration with members of both the Deaf and Interpreting Communities. Before reaching the Screening Day, applicants have already communicated with the Program Coordinator by way of one of several IPP Information sessions held each spring. Additionally, the Screening Day includes two panels: one of current 1<sup>st</sup> and 2<sup>nd</sup> year students and one of graduates. These panels provide a wealth of information to help the applicant understand the rigors of the program. In other words, students generally understand the commitment and time the program requires before they accept our offer to attend our program. It is typical that only one section of each course is offered each semester due to the limited size of the group and availability of faculty members. 15D (as other classrooms in the past) is a dedicated classroom. All of the IPP classes are offered in this venue. Due to the distances students commute from (From Santa Rosa to Watsonville and Modesto), classes are offered 2 days-3 days/week.

The IPP faculty and staff engage in continued learning through participation in community and professional organizations, workshops, and conferences. Collectively, the faculty, both full-time and adjunct, have made presentations at various conferences, meetings and boards.

The IPP maintains an accessible, clean, safe, and healthy college environment for its students. The physical placement of classroom furniture and equipment ensure a clear line of vision for students to view the blackboard, screen, instructor, and fellow students. The classroom is a lab/class combination. The tables and chairs were purchased to allow for students to move from lecture format to lab format.

IPP has increased public funds for its educational program by maintaining a contract with VTEA grant. This provides replacement equipment such as tape recorders, video camera, TV monitors, mics, tripods, etc. Our mentorship and internship programs are run without remuneration for our mentors. The RSA continues to fund Interpreter Training Centers. We receive classroom stimulus materials from our regional center. We await to see what support we can expect from the newly selected centers. We have been in contact with Kaiser via the Health Science department about the potential for a Medical-Interpreting program.

### **3. Program Student Learning Outcomes**

Each student will:

1. Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the deaf community, professional interpreters and interpreter agencies through effective interpersonal and cross-cultural communication skills.
2. Demonstrate critical thinking skills by:
  - a. assessing potential demands of various interpreting situations and construct appropriate responses to mitigate those demands and
  - b. applying and defending appropriate decision-making skills when ethical dilemmas arise.
3. Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.

### **4. Assessment of Student Success in Reaching Program Outcomes**

Outcomes will be measured by:

- Mentor evaluations
- Faculty evaluations
- Student self evaluations
- Testing-video, audio, written

- Written assignments
- Exit portfolio which will include:
  - Selected work samples
  - Letters of recommendation from mentors
  - A Resume
  - Business Practices
    - Record keeping
    - Independent contractor policy
    - Business plan
    - Business card
  - Mission statement, core values, and guiding principles
  - Decision making model
  - Research and other course papers
  - Documentation of workshops attended, volunteer work
  - Proof of membership in local and national professional organizations (e.g.: Registry of Interpreters for the Deaf (RID) , Northern California Registry of Interpreters for the Deaf (NorCRID), National Alliance of Black Interpreters (NAOBI), Bay Area Asian Deaf Association (BAADA)
  - Post-graduation professional development plan
    - National certification
      - Date for taking written portion
    - Professional, linguistic and process goals together with an action plan

Because our program and the interpreting community is small, the faculty is in contact with the majority of graduates for the last 10 years. The program has been able to track the graduates. Data can be seen below.

| Year | Number of Graduates | Number working as Interpreters | Passed RID Written Exam | RID Certified | Unknown |
|------|---------------------|--------------------------------|-------------------------|---------------|---------|
| 1995 | 9                   | 7                              | 7                       | 7             | 2       |
| 1996 | 4                   | 4                              | 4                       | 4             | 2       |
| 1997 | 12                  | 11                             | 9                       | 9             | 1       |
| 1998 | 8                   | 7                              | 5                       | 5             | -       |
| 1999 | 4                   | 4                              | 4                       | 3             | -       |
| 2002 | 7                   | 7                              | 7                       | 7             | -       |
| 2003 | 6                   | 6                              | 6                       | 2             | -       |
| 2004 | 5                   | 5                              | 5                       | 1             | -       |
| 2005 | 5                   | 5                              | 5                       | 0             | -       |

## 5. Assessment of Program Through Review of the Teaching Learning Process

The IPP is committed to providing an educational program that responds to the needs of the students enrolled in the IPP. Every semester, students write an assessment of each class. Specifically, what was effective and what was not. Furthermore, students, in their last semester, are asked to review the IPP in terms of what they learned. Based on their comments, adjustments are made where possible. Additionally, a comprehensive data collection was done in 2002 when an outside consultant conducted several focus groups to assess Ohlone's recruitment efforts. The study found that while there were many strengths of the program, among other issues is a lack of information about Ohlone and/or misinformation about the program. It also noted that the full-time day cohort prohibits people who need flexible scheduling, the location is far from where many people live and work, and the academic standards are too high. Some of these issues will be addressed later on in this review. The full consultant's report is offered in Appendix A.

The strength of the Interpreter Preparation Program comes, in part, from its specialized faculty trained to work with students. Currently the IPP courses are taught by one and one half (1 ½) full-time and 3 adjunct faculty members. A total of 15 IPP courses are offered. Additionally, we offer, on a rotating basis, INT/ASL Workshops for 1-3 units. The topics change each semester. Supplemental courses focusing on interpersonal and intercultural communication, Drama and possibly Business are in the process of being explored to form a learning community.

The formal 2002 assessment identified strengths of the Ohlone IPP as well. These included the well-qualified staff and faculty who are skilled in ASL; the large number of deaf staff and faculty members and the rich deaf culture environment. Furthermore, in Fall 2005, the IPP Advisory Board met to do a Strengths-Weaknesses-Opportunities-Threats (S-W-O-T) analysis of our program. The following is a summary of our working meeting.

### **Our strengths include:**

- Having a strong national reputation for both deaf students and in the interpreting community
- Having a good number of qualified deaf instructors
- Home to a large Deaf community, including a high number of senior citizens, and many deaf events in the Bay Area
- A great deal of diversity in both the interpreting and deaf communities
- College costs are low for California residents
- A strong collaboration within bay area organizations and agencies
- Many job opportunities for interpreters
- Graduates have a good sense of self awareness
- Deaf mentoring and Interpreter internship opportunities in students' respective areas
- Great academic preparation
- High standards and expectations of the program

- A high percentage of students have already received an education and degree as part of their backgrounds
- Challenging, but worthwhile education in the end

**Our Weaknesses include:**

- We do not get not enough student applicants [See 2002 consultant report in Appendix A.]
- The location (Fremont compared with rest of Bay Area) is far from where students live. [There are only 2 IPP in Northern California. Students commute up to two hours to get to our campus.]
- High cost of living in Bay Area
- Being housed in a community college, our highest degree is an Associates of Arts degree.
- Low enrollment
- Our high standards scare some people away
- Our high standards can be hard for some to keep up
- Limited to no opportunities in Continuing Education for legal medical, Deaf Interpreters (CDI) and Children of Deaf Adults (CODA)
- Lack of marketing in the interpreting field in general and recruitment for students at Ohlone specifically
- Potential students are not willing to further their development for fear of exposure to criticism
- No administrative or release time for program development
- Lack of scholarships and/or stipends for students to help defray cost of school, transportation during mentorship/internship. Also, the intensity the work load makes working while in school difficult.
- Small program, limited faculty pool. It is also difficult to draft potential instructors due to pay. Top working interpreters can earn more interpreting than teaching.)
- Lack of funding for outreach
- Program does not accommodate for part time applicants

**Our Opportunities include:**

- The market for employment has increased the demand for qualified interpreters.
- New standards from RID in 2008 and Educational Code 2007 will require a minimum of AA degree.
- Potential partnering with corporations to increase marketing and money - Specifically, those benefiting from interpreting services.
- Potential of offering k-12 interpreters training (through Continuing Education).
- Online course options
- Media now available for sale
- New National and Regional Consortium-a potential for support

- Out of district satellite classes
- Technology and other 2d models for delivery of education
- Santa Rosa Junior College-new program, means more options for future IPP students-but fewer if any students from the Santa Rosa area
- Large number of high school students taking ASL can lead to a larger candidate pool for IPP

**Threats to our program include:**

- Fear and uncertainty of program survival
- CODAs, Educational Interpreters, 4<sup>th</sup> Semester ASL students feel they don't need training.
- Increased standards by RID (2012) will require a minimum of a BA degree prior to certification.
- Lack of future of Interpreter Educators-nationally, current pool is aging with only one MA on-line program available to those wanting to become Interpreter Educators.
- With the establishment of Santa Rosa Junior College Interpreter Program, our applicant pool numbers can decline.
- There exists a gap between the completion of ASL AA degree exit expectation and Entry into IPP.
- Expectations are too high.

The Advisory Committee also identified priorities for the IPP Program development. They include the following:

- CODA (Children of Deaf Adults)—native signers have different needs than our typical second language learner.
- CDI (Certified Deaf Interpreters)
- WIPP (Working Interpreter Preparation Program)-alternative formatted courses to fit the working interpreter

**6. Assessment of Program Improvement Since Previous Program Review**

The previous program review identified two areas needing improvement. The two areas of need and the progress made toward addressing these needs are indicated below.

**A. Program structure:**

- ◆ *In an attempt to improve recruitment, the IPP is looking at alternatives of class formation. In addition to the traditional 2-year IPP program, we are proposing an “alternative working adult program” or a combination of on-line and module-based classes.*

- ◆ *Developing courses for Deaf interpreters (for relay and Deaf-Blind)*
- ◆ *Add a series of courses specifically for Educational interpreters (Spring 2003 – Spring 2005)*  
*Work with faculty, include consultants where necessary*

There has been no substantial work on these issues. In January of 2005, a meeting was held with a group of CODAs (Children of Deaf Adults) at the CSUN Interpreter Symposium to discuss needs. There was one follow-up meeting. We identified some specific classes and issues that are of concern for this group of potential interpreters.

We did contact PiNes, an on-line educational interpreting program when we heard Palomar was not planning to continue with the program when the grant they received was done. While initially there was interest, nothing came of this request.

Due to our limited resources, there has not been time to develop these programs. As seen elsewhere in this document, our SWOT analysis and priorities have revisited some of these concerns.

Shelley Lawrence, IPP Faculty, was granted a Sabbatical leave for Spring 2007 will begin to address the areas of: CDI-Certified Deaf Interpreters, CODA interpreting courses and working towards articulation with colleges/universities in a 2 + 2 (or other format) so students can meet a mandate set by our professional organization (Registry of Interpreters for the Deaf, RID) by 2012.

## **B. Develop a recruitment plan**

- a. *Train former graduates to be ‘ambassadors’ for our program*
- b. *Develop recruitment packages to be used at schools (high schools and colleges) and job fairs*
  - i. *Videos, brochures, handouts*
- c. *Develop unit to be included in ASL classes (both at Ohlone and at high schools there Ohlone provides instructors)*
- d. *Determine which schools, develop schedule*  
*(On-going beginning Spring 2003 and beyond)*

**a.** We have made some headway on this front. Former students have been recruited as mentors for our internship program and served as raters for our screening day. We have several former students on the local NorCRID board. They are very open and willing to partner with us in a variety of ways. At our information meeting at Vista Community College, many current students come to answer questions, student to student. Finally, for our screening days, we have had two panels: one of current students and one of graduates. They discussed their experiences and answered questions for the applicants.

**b.** We have not revised our brochures to date but did develop a slide show that was used at a career faire at Las Positas College in Livermore last fall (October 10<sup>th</sup>). We have

been photographing classes, our graduations and screening day to use in updating our website.

c. Faculty has visited level 4 classes to give information about the Interpreter Program. Some preliminary work was done developing a unit about interpreting. Nothing has been implemented to date.

d. No work has been done in recruiting at the high schools. This takes more faculty/staff than we have currently to do this.

7. **Vision of Excellence for the Center for Deaf Studies-Interpreter Preparation Program.**

There are many directions the IPP can travel. Many projects and ideas remain alive but our resources-staff and faculty-make it difficult to achieve. We do have plans. Our vision includes the following:

- Work on creating learning communities with the communication department, Drama department and the business department. Classes in interpersonal communication, intercultural communication, voice, improvisation and a course on how to run ones own business would help students gain valuable experiences and make them even more job-ready. Our classes are small and our program, as it stands, follows a cohort philosophy. By interfacing with other departments, in addition to making contact with students our of our discipline, new faculty would be introduced. Additionally, of the 4 semesters we offer, only one is 13 units. Many students have noted they need 12 to qualify for financial aid and often, their parent's insurance.
- The IPP is in need of an updated lab; a digital lab where students can record their work digitally and put it on their computers to analyze it. Many hours are spent doing this in front of TV and VCRs. Often students are not in the same room as their computers but this technology is vanishing. It would allow us to use DVDs, the delivery format of most new materials produced for ASL and Interpreting students. There is new software (and hardware as necessary) to improve the delivery of simulated texts to students. Our lab and equipment is from the last century! Perhaps a grant could be pursued to take up some of this burden. A former graduate is in graduate school exploring this issue. She has selected us to work with her. The IPP Faculty looks forward to the information she is researching for our field.
- There are two populations of potential interpreters whose needs are unique. One is Children of Deaf Adults (CODAs) and the other is Deaf adults. CODAs have a different set of issues than do non-native learners. There is a possibility, in some cases, of compressing courses and with some additional course work, we could help create more interpreters for the field. RID certifies qualified Deaf adults to work as intermediaries in various settings. There are very few courses available for training Deaf

interpreters. Research into creating courses and perhaps Certificates of Completion in these areas would be beneficial to our community and to our program.

- Continuing Education has not been explored to its fullest. Along with the Gallaudet University Regional Center director, the idea of providing either a Summer Institute and/or an Interim training week for working interpreters will be explored. The need is out there. In working towards this goal, the IPP-Center for Deaf Studies will apply to become an RID workshop sponsor. This entails a yearly fee and keeping records. This should be completed by Fall of 2006.
- Explore the Accreditation process offered by CIT, the Conference of Interpreter Trainers. While not mandated, to pass this accreditation would validate our program and the work we do. [See Appendix B. Found at <http://www.cit-asl.org/ccie.htm>] It is an extensive self review study which includes site visits by a national team. It would take about 1 year to complete.
- After 10 years of advancement in our field and raising standards in the field of interpreting, we must critically examine our IPP Policies and procedures. Specifically, clarify our pre-requisites for students. Our successful students have had college experience prior to coming to our program. We will look into CAPAC's approving a new set of criteria for application to our program. This will include completion of English 101A, completion of ASL Linguistics and Deaf Culture classes. Additionally, we would like students to have completed a minimum of 30 academic units. ASL fluency needs to be assessed. There are language proficiencies available. IPP Faculty would like to train raters in this assessment and set a level that will assure a minimum of language fluency necessary for success. This would legitimize our screening of students by using a defensible tool.
- Because our professional organization, The Registry of Interpreters for the Deaf (RID) will be requiring applicants to have a BA degree by the year 2012, we must explore ways to facilitate this. Currently, our courses are not transferable to either CSU or UC. There is a national move to look at this issue. In Fall of 2006, The Conference of Interpreter Trainers will be having their biennial conference in San Diego. Several presentations will look at this issue. Additionally, the National Center for Interpreter Education, along with its Regional centers, is devoting some of its resources to this issue.

The Ohlone IPP has a reputation for excellence. In part, it is due to our small class size and committed faculty and administration. There are many directions we need to go but we have limited resources. The program coordinator was granted a Sabbatical Leave for Spring 2007 to look into several of the issues noted in this review.

It is our hope that movement toward fulfilling these goals will begin during the Spring 2007 semester and the momentum gained during that time, be continued.

## **8. Review and Dissemination Team**

The following people were chosen to serve on the IPP's Review and Dissemination Team. The department appreciates the team members contributing their time to participate in this process. The review and dissemination team includes:

### **Division Dean: Joe McLaughlin**

As Dean of the Deaf Studies & Special Services, Mr. McLaughlin has participated in the IPP's department program review discussions from the beginning in the Fall of 2005.

### **Faculty member in the program: Shelley Lawrence**

As member of the IPP faculty, Shelley Lawrence has been actively involved in the development of the student learning outcomes for the IPP department. Shelley Lawrence is the primary contact person who coordinated the Program Review and incorporated input from the IPP faculty into the report and with assistance Dean McLaughlin who prepared the final version of the program review report.

### **Faculty member outside of the program:**

As a member of the English faculty, **Carman Madden** has experience working with students in his Math courses offered at Ohlone

### **Student enrolled in the program: Leigh-Anne Elizondo**

Leigh-Anne is a recent graduate of the IPP program and nominated as one of our Outstanding Students. She will be working at Ohlone this summer as an Interpreter.

**Community members: Charlotte Toothman** is an adjunct faculty member at Ohlone and Vista who is a certified interpreter and consultant. She has an MA in Deaf Education and an MA in Organizational Development.

## Appendix A

Consultant Report: Ohlone College IPP Recruitment Project, Fall 2002

## Appendix B

Conference of Interpreter Trainer (CIT)

The Commission of College Interpreter Education- Accreditation Application Process