LEVEL I IMIA ACCREDITED (International Medical Interpreters’ Association)  
Policy Handbook for Level I  
HEALTH CARE INTERPRETER PROGRAM  
To be read before taking the course  

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Overview of the Health Care Interpreter Program</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Admission Information</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A. Oral Proficiency</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>B. Minimal Education Requirement</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>C. Minimal Age Requirement</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>D. Recommended Language Exams</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>E. Oral Proficiency Interview (OPI) Exam</td>
<td>7</td>
</tr>
<tr>
<td>III.</td>
<td>Program Administration</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>A. Program Director and Instructor</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>B. Administrator and Medical Director</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>C. Administrative Staff</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>D. Instructor/Student Ratio</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>E. Accreditation</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>F. Referral to Remedial Resources</td>
<td>9</td>
</tr>
<tr>
<td>IV.</td>
<td>Notices</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>A. Operational Policies</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>B. Suspensions, Withdrawals, and Refunds</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>C. Student Grievances</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>D. Confidentiality of Student Information</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>E. Certificate of Completion</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>F. Student Records</td>
<td>10</td>
</tr>
</tbody>
</table>
V. **Instructors**
   A. Course Instructor
   B. Subject-Matter Experts

VI. **Curriculum**
   A. Course Goals, Objectives
   B. Course Description
   C. Topic Areas Covered
   D. Practicum Description
   E. Course Evaluation
   F. Assessment Criteria
   G. Materials
   H. Certificates of Attendance and Completion
   I. Course Operational Policies

VII. **Program Evaluation**

For additional information, please contact:

Marian Levy, DrPH, RD
Associate Dean
University of Memphis School of Public Health
Administrator and Medical Advisor
Health Care Interpreter Program
230 Robison Hall
3825 Desoto Avenue
Memphis, TN 38152
901-678-4514
mlevy@memphis.edu

Espi Ralston, MA, MAT, MA, CMI-Spanish and CHI™
Program Director and Instructor
Health Care Interpreter Program
University of Memphis School of Public Health
901-218-4691
espiralston@gmail.com

Chaundra Walker
Administrative Associate
University of Memphis School of Public Health
232 Robison Hall
3825 Desoto Avenue
Memphis, TN 38152
901-678-4514
cdhgghis@memphis.edu
I. Overview of the Health Care Interpreter Program

Our Health Care Interpreter Program is a Level I and Level II medical interpreter educational program offered several times during the year. The program is administered by the University of Memphis’ School of Public Health.

Our Level I Course is the first medical interpreter course in the country to have received accreditation by the International Medical Interpreters’ Association (IMIA) on December 11, 2013.

Level I is an intensive sixty-hour accredited online hybrid course offered several times during the year. Students spend forty hours in a virtual Zoom classroom actively interacting with their classmates and instructor. The second segment of the course includes twenty-hours of asynchronous learning. During those twenty hours, students meet with the instructor for two hours weekly to check on individual/group progress.

Level II is a forty-hour intermediate-advanced Zoom course offered to those individuals who want to expand their knowledge of medical interpreting and prepare to take the NBCMI and/or CCHI national exams. It may be taken after having successfully completed Level I or its equivalent. Students who have taken Level I are not required to take Level II, but it is recommended.

In Level II, knowledge and skills of interpreting in specialized areas such as Palliative Care, Pediatrics, Oncology, Mental Health, Genetics, remote interpreting, study of body systems, the language of pain understood within a cultural framework and case-scenarios are presented and practiced in multiple dialogues and activities in order to improve performance. Students who take Level II have the opportunity to select a few specific topics of interest to them as part of the course as well as to do a group project.

Classroom Dynamics (Level I, II)

In our Zoom classroom, students participate actively in groups, individually or in pairs. We use Breakout Rooms frequently for practicing exercises, discussions, small group/pair learning and exam preparations. Through the entire course, students receive personalized attention and instant feedback. The instructor emphasizes cooperative learning, active participation, negotiation of meaning and critical thinking. Level I and II also help students to develop interpersonal skills and teamwork.
In our virtual classes, we have students from different states and countries who work in different hospitals and clinics. Some of our former local students are currently working or have worked as medical interpreters at St. Jude Children’s Research Hospital, Le Bonheur Children’s Hospital, Methodist Healthcare, the Regional One Health, Christ Community Health Services, the Church Health, Raleigh Pediatrics American Way Clinic, Hollywood Clinic, the Shelby County Health Department, and Jackson Madison County General Hospital. Others work as free-lance interpreters in a variety of healthcare settings.

A significant percentage of former students are members of national, local, and state healthcare interpreter associations, and attend professional meetings regularly. Some of those former students are board certified medical/healthcare interpreters.

II. Admission Information:

We have oral language requirements: Proven Oral Proficiency in the main language of the country (Example: English for the USA, Spanish/Arabic/Chinese, etc. for other languages)

The required oral proficiency for admission shall be established by any of the following:

• Over 5 years of professional experience in an English-speaking/foreign country as documented by a CV/resume or veritable work experience. Example includes also a letter by employer stating that you have worked as a professional in that company, school, business, etc. Note: Professional is different from occupational.

• A Bachelor, Masters, PhD, or any other degree from any accredited institution of higher education. Please provide photocopy or scan of your degree.

• Graduation from high school where the main language is the medium of instruction. Please provide photocopy or scan of your diploma.

• Language Exams (please see next page)
  • Other countries may have exams which will be reviewed on a case-by-case basis

Minimum educational requirement –

• A high school diploma or certificate

• Proof of educational attainment (diploma or certificate) must be provided.

• Note: Bachelor degree recommended
Minimum age requirement –

• The minimum age required of an individual shall be 18 years of age
• Note: 21 years of age recommended

Recommended Language Exams to Meet Oral Proficiency

For English, these are the approved exams: Please check if you have already taken any of these exams in the last 2 years.

OPIc (Oral Proficiency Interview-computer) Required Level: Advanced-Mid

TOEFL (Test of English as a Foreign Language): 570+ on paper; 230+ computer version; 90+ on iBT.

ELPT (English Language Proficiency Test): 950+

MELAB (Michigan English Language Assessment Battery) 80+

ECPE (Examination for the Certificate of Proficiency in English): PASS

FCE (First Certificate in English, Level 3): A

CAE (Certificate in Advanced English, Level 4): B

CPE (Certificate of Proficiency in English, Level 5): B

IELTS (International English Language Testing System) 7.0+

ACTFL Oral Exams (American Council on the Teaching of Foreign Languages): Advanced Mid Level (see www.actfl.org)

For Spanish or Another Foreign Language (This will be your language of service for interpreting purposes.)

Oral Testing in a Language Other than English (LOE):

• For oral proficiency testing we recommend:
  • Language Testing International (LTI). OPIc Level: Advanced-Mid or higher. OPIc Examinee Handbook
  • Parrot Language Testing Services (Company). Interagency Language Roundtable (ILR) scale: L+2, 3 (levels)
  o The UOM Testing Center no longer offers language testing for our program. You can take the oral proficiency test at home from one of the companies cited above or another one approved by our program.
  o Language Testing International (LTI): https://languagetesting.com
  o Parrot Language Proficiency Test: https://languagetest.com
Instructions about how to take the OPIc are found at:
www.memphis.edu/sph/programs/intepreter.php

Section III. Program Administration

Program Director and Instructor: Ms. Espi Ralston

As Program Director, Ms. Ralston oversees admissions, program operations, resources, and Practicum placements. Specific responsibilities include the following:

Director’s Responsibilities

1. Recruiting process
   a. Keeps communication open between students and instructor for any questions related to registration pre-requisites and requirements.
   b. Sends OPIc results to students and provides feedback.

2. Ensures that all requirements have been met and that all students’ files are kept confidential and in good standing.
3. Supervises course compliance with IMIA Training Accreditation Standards.
4. Refers students for outside resources as needed.
5. Coordinate all aspects of students’ Practicum experience, including identifying the location and mandatory hospital regulations.
6. Ensures that the Web Page is updated and that all information is accurate.

As Instructor, Ms. Ralston has primary responsibility for curricular integrity and program content. The following are examples of specific responsibilities:

Instructor’s Responsibilities

1. Delivers curricular content in keeping with the IMIA and CCHI training standards, including standards of practice and code of ethics.
2. Emails Need Analysis document two weeks before the first day of class.
3. Emails Course Outline and Syllabus to registered students before the first day of class.
4. Emails directions on how to get to the University of Memphis classroom.
5. Conference call or face-to-face meeting with the students before classes start to answer any final questions that they may have.
6. Returns student calls to answer any questions that they may have.
7. Guides students on issues related to class learning and performance during the training.

8. Advises students fulfilling course expectations.

9. Obtains feedback from students regarding course expectations and progress on the second weekend of class to ensure students’ learning and satisfaction with the program.

10. Grades all students’ assignments and provides feedback.

11. Spends additional time with students who may need additional assistance.

12. Conducts pre-interim-post evaluations.

Espi Ralston, MA, MAT, MA, CMI-Spanish and CHI™
Program Director and Instructor
901-218-4691
espiralston@gmail.com

Administrator and Medical Advisor: Dr. Marian Levy

Dr. Marian Levy serves as administrator of the Health Care Interpreter Program for the School of Public Health. As Associate Dean of the School of Public Health, Dr. Levy is the liaison for the Health Care Interpreter Program with the Executive Leadership of the School of Public Health. Moreover, in her role as Graduate Coordinator for the School of Public Health, she sits on the University Council for Graduate Studies at the University of Memphis. Dr. Levy has over 25 years of experience in health care and public health and also serves as the Medical Advisor for the Health Care Interpreter program.

Marian Levy, Dr.PH, RD
Associate Dean
230 Robison Hall
3825 Desoto Avenue
Memphis, TN 38152
901-678-4514
mlevy@memphis.edu

Administrative Staff: Provides administrative support for the Health Care Interpreter Program. She coordinates the registration process, maintains student files, and emails students’ certificates at the Program Director’s instruction.

Chaundra Walker
Administrative Associate
University of Memphis School of Public Health
232 Robison Hall
3825 Desoto Avenue
Memphis, TN 38152
901-678-4514
cdhgghis@memphis.edu
Instructor/Student Ratio

The instructor/student ratio is usually 1:8.

Accreditation

The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, first professional, master's, educational specialist's, and doctoral degrees.

Referral to Remedial Resources

Students who need additional support during the course of the program are referred to the College of Communication Sciences and Disorders at the University of Memphis. Services include language, speech and vocabulary reinforcement, and accent reduction.

Section IV: Notices

Operational Policies

The course is usually offered twice a year in Fall and in Spring semesters, if a minimum of 10 students per level is achieved.

Program descriptions, recruitment materials, admissions criteria, and operational policies are posted on the School of Public Health website:

www.memphis.edu/sph/programs/interpreter.php

This program is administered by the School of Public Health at the University of Memphis in collaboration with the Interpreter Program Practicum at St. Jude Children’s Research Hospital and Methodist Health Systems. The training program was developed by Kaiser Permanente and disseminated by Hablamos Juntos, a national project of the Robert Wood Johnson Foundation.

The University of Memphis, a Tennessee Board of Regents institution, is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.
Suspensions, Withdrawals and Refunds

A student may be suspended if he/she fails to adhere to the professional and ethical standards of interpreting during the course or the Practicum. Students facing an unexpected and urgent situation or death in the family, which will cause them to drop the course in the middle of the training will have the opportunity to make-up work for those missed days on an individual basis. The instructor and the student will negotiate the best way to do it.

Refund Policy: Based on the course structure, no refund will be issued by the University of Memphis. Instead, the student and the instructor will work together individually to complete the course work based on the special circumstances explained above.

Student Grievances

Grievance and appeals procedures are those established for graduate students at the University of Memphis. These procedures are detailed in the UM Graduate School Catalogue. Students with a grievance should seek an appointment with Dr. Marian Levy, Program Administrator, who will seek to resolve the matter in a fair, impartial, and timely manner. Dr. Levy may be contacted at mlevy@memphis.edu

Confidentiality of Student Information

All program operations and student records are handled according to the Family Educational Rights and Privacy Act (FERPA), which assures privacy and confidentiality of records.

Certificate of Completion

In keeping with the suggested standards of IMIA, a certificate of completion is awarded to students after they have successfully completed all assignments and practicum requirements. If the student fails to successfully complete the program in its entirety, a statement of attendance will be mailed, accompanied by a statement that the student did not pass the criteria for successful completion.

Student Records

All student records are kept in locked files and maintained for a minimum of five (5) years.
Section V: Instructor(s)

Course Instructor

Espi Ralston, MA, MAT, MA, CMI-Spanish, CHI™ has more than 30 years of experience in teaching Spanish and French languages, cultures and literatures to college students. She has also taught Spanish classes for healthcare providers including medical students, doctors, nurses and students of allied health sciences. Between 2000 and 2004, she coordinated several health promotion programs for the Memphis Hispanic community at the University of Tennessee Health Science Center and Le Bonheur Children’s Hospital. In 2004, she worked as director (planning phase) of En Memphis Hablamos Juntos, a one-million dollar project funded by the Robert Wood Johnson Foundation to provide access to quality health care to limited English proficiency (LEP) Latinos in Memphis, and to increase the number and improve the quality of medical interpreters. She has completed several Train the Trainer intensive healthcare interpreter courses: a forty-hour Kaiser Permanente and Hablamos Juntos Train the Trainer Course in Oakland, CA (2004); a sixty-hour Monterrey Institute Train the Trainer intensive Course in Nashville, TN (2014); a Cross-Cultural Communications Train the Trainer Healthcare Interpreter Online Training Course, (2020). Ms. Ralston has taught/managed the Health Care Interpreter Program since 2005. In addition to serving as Program Director and Instructor of the Healthcare Interpreter Program at the University of Memphis, she has been working as a CMI and CHI certified medical interpreter at St. Jude Children’s Research Hospital from 2007 to present. Ms. Ralston is one of the founders of the TN Association of Medical Interpreters and Translators (TAMIT). She was the first TAMIT President and she is also co-chair of the Membership Committee. She is an active member of IMIA and the NCIHC. She may be reached at espiralston@gmail.com and/or at 901 218 4691.

Subject-Matter Experts

Occasionally, subject matter specialists may be employed to enhance program content. These individuals must have a minimum of 5 years’ specialized experience in interpreting for various populations or disease conditions. Their resumes will be kept on file and will be available to students upon request.
Section VI: Level I Course Curriculum

Course Outline

Goals
The Healthcare Interpreter Program, Level I is a course designed for you interested in:

1. Learning the fundamentals of medical interpreting
2. Expanding the knowledge of medical interpreting
3. Facilitating the preparation to take the National Certification Exam(s) for Medical Interpreters
4. Meeting the training requirements in order to work in health care settings
5. Broadening your horizons by interacting with students from different backgrounds

Objectives
It is expected that, at the end of the course, you will be able to:

1. Differentiate/define words frequently used among professional interpreters.
2. Define and describe the roles of the medical interpreter and demonstrate knowledge of when to use each role.
3. Describe the modes of interpreting and demonstrate knowledge and skills of the consecutive, simultaneous and sight translation modes at a basic-intermediate levels.
4. Explain Title VI, CLAS, HIPAA, JC, ADA, ACA and how each one of them fits into the implementation of language services to LEP and NEP patients/clients.
5. Demonstrate knowledge/skills of the Standards of Practice, Code of Ethics and protocols of the session in simulated real-case scenarios.
6. Appreciate the importance of cultural diversity and the need for the process of cultural humility/competence in medical settings.
7. Practice oral message conversion accurately and completely bidirectionally.
8. Deconstruct and identify medical terms according to their Greek-Latin prefixes, roots and suffixes.
9. Acquire a basic knowledge of body systems, Anatomy and Physiology, symptoms, common diseases and disorders, diagnostic tests, special terminology, names of different drugs and abbreviations.
10. Understand the value of note-taking, learn/practice basic note-taking techniques and start developing strategies for effective note-taking.
11. Explain the history of the Health Care System in the USA; acquire general knowledge of the healthcare industry and health literacy basic concepts.
Course Description

Level I is a 60-hour course. The first 40 hours will take place in a synchronous Zoom virtual class. The 20 remaining hours will be conducted asynchronously meeting with the other students and the instructor on a weekly basis.

The coursework is interactive and engaging. It has been designed to provide you with the opportunity to practice message conversion from source language to language of service and vice versa with other classmates; to be an active participant by asking questions, discussing topics of interest, doing oral presentations in front of the other students, and checking your progress regularly. You will learn the fundamentals of medical interpreting through a variety of readings, case studies, discussions, role-play, visual aids and individualized work. We use Breakout Rooms to enhance learning interactively.

Course topics and tentative time to teach each topic:

1. Definition of terms in health care interpreting 40 minutes
2. Interpreter Roles + role-play 1 hour
3. Modes of Interpreting + Role-play 1 hour
4. Standards of Practice and Code of Ethics+ Sample of Case Studies 5 hours

   (Discussion of the IMIA, NCIHC and CHIA)
5. Protocols for Managing the Session+ role-play activities 5 hours
6. Memory Development 40 minutes
7. Diversity and Cultural Competence 5 hours
8. The Healthcare Industry 1 hour
9. Federal and Legal Requirements 2 hours
10. Certification 1 hour
11. Basic Med Terminology, Greek and Latin Etymology, Specialized Medical Terms 10 hours
12. Basic concepts in Anatomy, Physiology and Diseases 10 hours
13. Techniques to Build Up Medical Interpreting Skills: Note-Taking 3 hours
14. Practicing exercises on sight consecutive, sight and simultaneous 10 hours

Note: The above classroom time management is approximate.

The instructor has left open the remaining of the 60-hour classroom experience to accommodate variables such as pace of students' learning, time dedicated to activities and discussions, exams, quizzes and other elements of the course that may have to be modified/adapted for the benefit of the students.

Students' Learning Styles

The instructor understands that each of you may learn differently. Therefore, she tries a variety of approaches and methods to meet your needs. You will receive personalized attention and the opportunity to learn at your own pace. Strategies for learning in the virtual classroom include negotiation of meaning, collaborative learning, decision-making and problem-solving.
**Practicum:** (We have left this paragraph available for informational purposes in case we can offer it in 2021.)

*Because of the COVID, we had to stop our well-received and always in-demand Practicum until further notice. It will be implemented as soon as we are allowed to do it.*

For students who are able to do the Practicum in Memphis, the minimum ten-hour Practicum takes place at local hospitals (St. Jude Children’s Research Hospital, Methodist hospitals and clinics, Le Bonheur Children’s Hospital, and Compassion Clinic, or at another medical facility approved by the instructor. During the Practicum, you will shadow experienced interpreters, write a report about your visits to those facilities, have tours of the assigned hospitals, and, if possible, may interpret in basic encounters. Notice that the hospitals have some prerequisites in order to do the Practicum. You may begin your Practicum as soon as the week after the course has started. The instructor will explain to you in class how to schedule dates, times and protocols to follow according to each hospital policies. In order to succeed in this course, you have to complete both components of the program. No certificate will be issued without the completion of the coursework and Practicum.

**Requirements**

1. Daily attendance and punctuality
2. Completion of all assignments
3. Compliance with the Code of Ethics of Medical Interpreters
4. Active participation
5. Taking exams and quizzes on the assigned days.

**Course Evaluation**

You will receive a certificate of completion after having met the requirements successfully. Final grade will be based on the following:

1. Active participation: 20%
2. Home assignments: 20%  
3. Final Written Exams: 20%  
4. Final Oral Exam: 20%  
5. Quizzes: 20%

Note: You need to take the final exams, quizzes on the assigned day. If unable to come to class or take the final exams/quizzes due to an emergency situation, you or contact person will call the instructor to notify her about the emergency, the same day it happens. Students need to respect deadlines for class assignments and all required work. Submission of late assignments and/or exams and quizzes will lower the final grade considerably.

All assignments need to be rendered according to professional standards. Written assignments need to be typed and formatted neatly. All assignments need to be issued on time. Please respect deadlines!

Students will be given specific deadlines to submit written assignments and take quizzes and exams. Failure to respect the deadlines will lower the final grade significantly. Student who miss quizzes and exams without an accepted excuse will not be able to get the certificate of completion.

**Grading System:**  100-90= A   89-80= B   79-70 = C   69-below= F

Students whose final grade is below 70 will not be able to receive a certificate of completion.
In accordance with IMIA course accreditation guidelines, “if a student does not pass the requirements, a statement (not a certificate) of attendance may be provided via a letter accompanied by a statement that the student did not pass the criteria for successful completion.”

A student whose average final grade is below 70 will receive a Certificate of Attendance.

Note: Given the nature of this program, we strongly encourage each student to maintain a minimum “B” average in each course component to achieve maximum benefits.

Important: In order to receive a certificate of completion, every student has to finish the entire course according to specific deadlines established by the instructor.

Assessment Criteria
Final Written Exams
- One Multiple -choice Exam based on the Code of Ethics of the IMIA, NCIHC, CHIA. A very thorough reading of the Codes of Ethics is required in order to pass this exam.
- One Multiple-choice Exam on medical terminology, basic anatomy, procedures, common diseases and medical equipment.

Oral Exam
The instructor will meet virtually with each student to do this exam.
It will consist on interpreting medical dialogues from source to target language and vice versa. The dialogues will include medical terminology that has been assigned in class.
You will receive immediate feedback from the instructor about your oral performance on the exam.
The minimum passing score for this exam is 80%.

Class and Home Assignments
Given the nature and intensity of this course, it is extremely important that you complete and work thoroughly on every assignment, at home and in the classroom. Twenty per cent (20%) of the final grade is based on this component; therefore, it is expected that you will complete the assignments on time and in a professional manner.

Active Participation: Required in order to receive your Certificate of Completion
This part of the grade includes being engaged in the dynamics of the class. You are expected to practice message conversion, express your opinions, listen respectfully to other points of view, share knowledge and experiences with other classmates, analyze situations, and think critically. You are also expected to give short oral presentations related to assignments. Active participation also requires working in groups or with a partner on certain activities related to the field of interpreting.

Class Absences
A student who misses four or more days of class will not be able to pass the course.
Students who miss because of emergency situations, death in the family, illness or other justified absences need to talk with the instructor immediately or ask a contact person to call the instructor to notify her.
Materials

  Cost: $100
- Platforms: Canvas and Quia
  All course material (quizzes, exams, games, activities, exercises, videos, grades, etc.) are posted on those two platforms. Instructions on how to access and use each one are given on the first day of class.
  Additional material
  1. Kaiser Permanente materials (provided by the instructor)
  2. ACEB material by Holly Mikkelson at www.acebo.org
  3. Internet material/web sites
  4. Stedman’s Flash Cards
  5. Medical dictionaries
  6. Medical Atlas and books
  7. Blank flash cards
  8. Bridging the Gap materials
  9. Glossaries
  10. Quizlet

Bibliography
The instructor will provide a list of recommended readings, references and links to resources on a separate document on the first day of class.

Additional Information

1. Each day, the instructor will announce the course objectives. She will provide exercises, activities and games to meet those objectives.
2. This is an intensive course. Be prepared to do your homework, as expected. You will need to manage your time to READ and DO the exercises posted on Canvas/Quia or sent to you by email.
3. Be prepared to create dialogues, glossaries, draw some pictures of the human body, and make lists and classifications of medical terms. The more that you engage in this class, the more satisfied you will be with your performance and reasons to take this course.
4. Your efforts and participation will lead you to earning a certificate at the end of this class.

Course Operational Policies (From the IMIA and the NCIHC National Standards for Healthcare Interpreter Training Programs)

It is expected that each student enrolled in this class has received the following information before the course begins and/or is completed:
- Application process
- Admission requirements
☐ Course syllabus
☐ Criteria for successful completion and methods of assessment
☐ Type of certificate received
☐ Course tuition
☐ Withdrawal and refund policies
☐ Policies regarding retakes of the final assessment and test-out options
☐ Instructor teaching qualifications
☐ Organizational affiliation
☐ Attendance and enrollment status
Section VII: Program Evaluation

The Health Care Interpreter Program uses several avenues to assess its effectiveness in meeting its mission of training interpreters and promoting student achievement. These include the following:

a) monitoring rate of student passage and course completion
b) monitoring students’ passage rate for national certification examinations
c) observing students’ self evaluations of their progress throughout the course (pre, middle and at course end)
d) obtaining student feedback through an anonymous survey of instructor effectiveness, physical setting, and overall satisfaction with training and practicum experiences