

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Specialized Education Services

**TECHNICAL STANDARDS FOR ADMISSION INTO
THE INTERPRETER PREPARATION PROGRAM**

The following technical standards address the physical, cognitive, attitudinal and behavioral abilities essential to becoming a competent sign language interpreter for deaf and hard-of-hearing individuals. Students must meet these essential qualities in order to be admitted and retained in the program. Reasonable accommodations will be considered on an individual basis. In such cases, the Office of Disability Services will coordinate documentation and evaluation of a student who could meet the program's Technical Standards with accommodation(s). In the event that a student is unable to meet these Technical Standards, with or without reasonable accommodations, the student will not be admitted or allowed to remain enrolled in or to graduate from the program.

Students desiring to pursue a degree in *Interpreting* must demonstrate:

I. PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate for the Interpreter Preparation Program must meet the following standards in order to ensure effective communication between hearing and Deaf/Hard-of-Hearing individuals:

- a. Sufficient stamina and physical capacity to provide interpreting services (sitting or standing) for at least one hour.
- b. Two arms and all fingers/thumbs with gross and fine motor abilities to produce a clear signed message.
- c. Full range of upper body and head motion for grammatical features.
- d. Ability to use facial/mouth muscles to make appropriate expressions, mouth morphemes, eye-brow grammar and other non-manual inflections.
- e. Normal (controlled) eye contact, eye-gaze and eye movements including eye-blinking to produce grammatical features of sign language.
- f. Eye contact (of both eyes) and appropriate eye gaze movement.
- g. Sufficient lip and tongue movement for mouth morphemes and to articulate speech. Ability to create facial expressions to show various emotions at an intensity level which may be uncharacteristic for them as an individual.
- h. No physical feature or involuntary movements (ticks,quirks,etc) that would distract or alter the message.
- i. Auditory ability to hear someone speaking at a normal volume from at least 6 feet away.
- j. Ability to speak clearly with appropriate intonation and volume so that it is understandable for a group of at least 30 people.
- k. Ability to see gross and fine movements of a signed message from a distance of at least 10 feet.
- l. Ability to read print (books, handouts, etc) from a distance of one foot and from a Multi-media presentation up to 20 feet in distance (PowerPoint, captioning, overhead projections, etc.)
- o. Ability to drive to and from assignments or have other means of getting to and from assignments.

II. INTELLECTUAL ABILITIES

With or without reasonable accommodation, a candidate for the Interpreter Preparation Program must have sufficient cognitive-intellectual abilities and skills in order to:

- a. Comprehend, assimilate and apply complex information presented in the form of lectures, small group work, written materials, and field experiences.
- b. Process the semantics of the source language and reconstruct the message into the target language in a timely manner.
- c. Independently analyze, synthesize, integrate concepts and problem-solve to formulate judgments appropriate to the practice of interpreting.
- d. Use spatial visualization to recreate the image using spatial aspects of ASL.
- e. Retain information and transmit it without excessive omissions, additions, substitutions and/or anomalies.

III. COMMUNICATION

With or without reasonable accommodation, a candidate for the Interpreter Preparation Program must have sufficient spoken, written and nonverbal communication skills in order to:

- a. Convey a message in grammatically appropriate spoken English (CDI trainees exempted) and from the casual to the formal register.
- b. Fingerspell common vocabulary terms correctly.
- c. Communicate effectively, efficiently and sensitively with colleagues, supervisors, and clients in a manner respectful of diverse gender, race, life-style, socioeconomic, disability, religion or cultural and social backgrounds.
- d. Engage in collaborative interactions with individuals and members of small groups

IV. PROFESSIONAL BEHAVIORS , DISPOSITIONS , and EMOTIONAL CAPABILITIES

With or without reasonable accommodation, a candidate for the Interpreter Preparation Program must be willing to:

- Adhere to the Code of Professional Conduct outlined by the Registry of Interpreters for the Deaf concerning appearance, attitudes and professional behaviors.
- Adhere to the dispositions standards developed for students in the Interpreter Preparation Program.

Specifics about the above ethical standards and dispositions will be discussed during a student's training, however, in order to make a decision on whether or not to pursue a career as an interpreter, the following tenets from the above standards have been listed. Candidates must:

- a. Be able to perform in front of large and small audiences without excessive anxiety that interferes with the message.
- b. Be willing to comply with standards concerning appearance (no long, colored nails, distracting facial hair or hairdos, distracting tattoos, piercings, etc.)
- c. Be willing to interpret content which may conflict with personal beliefs and values (profanity, sexually explicit language, pledges, etc.).
- d. Be able to develop and maintain professional rapport with peers and colleagues and work well in small and large groups.
- e. Work well with children and adults of all ages, ethnic groups, disabilities, and other diverse characteristics.
- f. Be flexible, dependable, and positive.
- g. Be able to handle stress or highly emotional situations with calmness and good judgment.
- h. Keep sensitive colleague and client-related information confidential.
- i. Be able to develop the ability to receive constructive feedback on an on-going basis from professionals, peers, and the Deaf community who are culturally very direct in their comments.

Candidates for selection to *the Interpreter Preparation Program* are required to verify they understand and meet these Technical Standards. **Individuals unable to meet these technical standards will be counseled to pursue alternate careers.**

If a student's ability to meet the Technical Standards changes while he/she is enrolled in the program, a hearing with the student, program coordinator, additional faculty member and a representative of the Office of Disability Services will be held to determine the best course of action.

The Office of Disability Services will coordinate documentation and evaluation of a student who states he/she could meet the program's Technical Standards and be an effective interpreter with accommodation. The student must provide appropriate documentation of a qualified disability and properly request a reasonable accommodation pursuant to applicable laws. If the stated condition is a qualified disability, the university will confer with the student and appropriate professionals to identify possible reasonable accommodations and determine whether the student can meet the Technical Standards with a reasonable accommodation. The accommodation shall not jeopardize the safety or compromise the communication between deaf or hard of hearing clients and hearing clients.