



Interpreter Handbook



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CCC D/HH Program Interpreter Handbook 2016-2017

Welcome

Interpreters play a critical role in the academic success of students who are deaf or hard of hearing. In addition to providing the communication link for them to interact with faculty and students in the classroom, interpreters also provide access to other college-related activities and services. This Handbook offers guidelines regarding expectations and responsibilities of the interpreter's role and will provide a basic understanding of the objectives, policies, and procedures of the Program for Students who are Deaf or Hard of Hearing (D/HH) at Camden County College.

Overview

The interpreter is an integral member of the educational team. Although there are obvious differences between interpreting postsecondary settings and K-12, generally the position description for the "Educational Interpreter" applies in both settings. The educational interpreter provides interpreting and/or transliterating services in the educational environment. This environment includes classroom, laboratory, lectures, and other assignments that are deemed appropriate for student learning. The educational interpreter works to equalize the target language with the source language in maximizing the learning environment for all parties involved.

**Best Practices in Educational Interpreting by Brenda Chafin Seal*

Hiring Procedures

The CCC hiring process begins by contacting the Program Coordinator and submitting a résumé. A meeting will then be arranged, which may include a screening process. Next, an on-line application must be submitted via the CCC website at: <http://www.camdencc.edu/hr/> and clicking on Job Opportunities. The part-time interpreter position is listed under Other Uncategorized Part-Time Pink Sheet Employee. Finally, an array of paperwork must be completed to finalize the payroll process.

Compensation

Part-time interpreting pay rates are based on the following:

- Entry Level
- Some Experience
- Experienced
- Certified

These pay rates will be discussed during the interview process. CCC maintains a 24-hour cancellation rule. Assignments cancelled without 24-hour notice should be recorded on your time sheet and will be paid. Exceptions are for college closings due to inclement weather or other emergency closings initiated by the college.

Part-time interpreters working during the semester will be added to our active list of interpreters. This list is provided to all interpreters for contact purposes and to find substitutes when needed. The active list is reviewed and revised each semester.

Part-time interpreters will be provided with a parking pass and may park in faculty/staff (yellow-line) spaces.

When interpreting assignments other than scheduled classroom interpreting arise, a group email will be sent via the part-time interpreter listserv. These assignments will be filled on a first come, first served basis. These additional assignments will be logged on your timesheet along with regularly scheduled classroom assignments.

Qualifications

- Graduation from an accredited high school or possession of high school equivalency diploma (GED)
- Graduation from an Interpreter Education Program – highly preferred
- Associates degree or higher

- Membership with national RID and /or local chapter
- Certification from RID or EIPA – (NIC or NAD preferred)

Increases in pay rates will be based on achievement of higher levels of certification.

Scheduling

Prior to the beginning of each semester, students meet with the D/HH Program Coordinator to register for classes. Next, a Master Class Schedule is built from the student schedules. Certain classes may be assigned to specific interpreters based on requests from students or faculty, level of experience, or at the discretion of the Coordinator. Every effort will be made to match the interpreter’s skill level to the student and the assignment. Finally, an email with a list of classes needing coverage will be sent to the part-time interpreter listserv. These assignments will be covered on a first come, first served basis.

Evaluations

Each semester the students complete an evaluation of their support services, including interpreting services. The evaluation is anonymous. The Program Coordinator will meet with interpreters to review the evaluations. There may also be a short interpreter self-evaluation to be completed in the beginning of the semester and again at the end, which will serve as a pre/post self-evaluation measure. Periodically, the Program Coordinator may conduct classroom observations of an interpreter’s performance. Whenever possible or appropriate, the interpreter will receive prior notification of these observations.

Cancellations

Assignment or class cancellations with less than 24-hour notice will be paid; interpreters should submit timesheets for those hours. In the event that a student/client fails to appear for an assignment past the waiting period, we ask that you contact the office at 856/227-7200 ext. 4507 or text the Coordinator to see if there are any assignments that may need to be covered or may need team support before leaving the campus. In the event of inclement weather or if the college cancels classes, the 24-hour cancellation policy does not apply and interpreters should not bill for those hours.

<u>Class Period Time</u>	<u>Waiting Period</u>
50 minutes	10 minutes
1 hour and 15 minutes	15 minutes
2 hours and 30 minutes	30 minutes

* **Special situations:** In the event classes have a pre-planned early dismissal or the instructor writes or verbally announces class cancellations in advance, we trust that all interpreters will report hours judiciously and only submit for hours worked. Early dismissals that are not pre-planned fall under the 24-hour cancellation policy. Also, all special interpreting requests from students or faculty must be made through the D/HH Program office.

In addition, when just one interpreter is needed on a given day (for a class that is usually covered by a team) then only the interpreter present should record those hours on the timesheet. An example of this is a class session where the sole activity of the day is a test.

Substitutions

You will be provided with the current semester’s Part-Time Interpreters phone/email list, which will be a guide for finding substitutes when needed. Only interpreters on that list can work during the semester; do not contact other interpreters. If you are unable to find a replacement from the list, contact the office ASAP. Please be sure to provide your potential replacement with enough information prior to the assignment so that she can make an informed professional decision to accept or reject the assignment.

Team Interpreting

Team interpreting provides many benefits for the interpreter and the student. Team interpreting is provided on a case-by-case basis. However, there are several situations where it is standard practice to utilize two interpreters. Two interpreters will usually work as a team in the classroom under the following conditions:

- longer classes (over one hour)
- challenging content and/or dynamics
- several consecutive classes
- Working in an approved mentorship (Note: Contact the D/HH Program Coordinator for approval.)

** Please refer to the attached RID Standard Practice Paper for more information on team interpreting.*

Student/Instructor issues

Occasionally an instructor may ask you for specific information about the deaf or hard of hearing students. For example, a faculty member may ask you if “your student” or “Suzi” is going to tutoring. Or an instructor may confide to you that the Deaf student is at risk of failing. Of course, some of these questions/concerns can be re-directed to the student. Otherwise please refer these types of questions or concerns back to the D/HH Program Coordinator. Carry our Program business cards with you to provide to faculty members. Here are some suggested phrases to help you maintain confidentiality when faced with these kinds of situations.

- I’m sure the Program Coordinator could help with that, let me give you her card.
- I am not at liberty to say... I can give you the number for the D/HH office.
- I only see the student in class; you can contact the D/HH Program Coordinator...

CCC Payroll Procedures:

New interpreters will be required to complete an on-line application and go through the payroll process that includes a lot of important paperwork. You will meet with the D/HH Program secretary who will provide assistance with completing this process. Interpreters who are returning are already in the college’s payroll system. However, you should double-check to make sure your information is up to date. Any updates or changes to your status must be reported using the necessary forms and delivered to the D/HH Office secretary ASAP.

At the start of each semester you will receive a packet of information. The packet will include:

- A greeting letter
- An individual semester assignment sheet
- Some blank timesheets
- A parking card
- A part-time interpreters contact phone/email list
- A list of pay dates
- A Compliance Form, W-4 form, and Contact Information sheet
- Assignment Sheets
- An Interpreter Handbook

If you have any questions regarding payroll, please contact the D/HH office secretary at 856/227-7200 extension 4506 or cposton@camdencc.edu

*Beginning in the fall 2016 semester, all CCC PT Employees will be required to use the College Executime System. (More details to follow.)

Please monitor the college website www.camdencc.edu, or Facebook page <https://www.facebook.com/camdence> for updates and/or weather related delayed openings or closures.

Required E-Safety Trainings:

All college employees, including part-time pink sheet employees, are required to complete the college's on-line safety training each year. You will receive an email reminder. Below is the link that provides that training. Log-on information will be provided in your information packet.

www.esafetyonline.com

NAD-RID CODE OF PROFESSIONAL CONDUCT – PDF link

Below are the links to access a PDF of the NAD-RID Interpreter's Code of Professional Conduct and the C-Print Captionist Code of Ethics. Every interpreter and captionist should be familiar with the applicable document and review it periodically.

Interpreter:

<http://rid.org/ethics/code-of-professional-conduct/>

Captionist:

<https://diversity.umn.edu/disability/sites/diversity.umn.edu.disability/files/10%20C-Print%20Code%20of%20Ethics.pdf>

NAD-RID Tenets

The tenets are to be viewed holistically and as a guide to overall professional behavior. When in doubt, one should refer to the explicit language of the tenet.

TENETS:

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

A WISH LIST FOR INTERPRETERS
from Deaf & Hard of Hearing Students

- **Interpret Everything.**
- **Do not let your personal style interfere with my education.**
- **Let me make my own decisions; do not make choices for me, coddle me, or discipline me.**
- **Please do not rely on us for information, reassurance, or fun.**
- **Please match your voicing to my style.**
- **Match your signing to the teacher's style.**
- **Know your limits, admit your mistakes, and be open to my suggestions.**
- **We know you are human beings and not machines, but please set some boundaries.**
- **Prepare for class.**
- **Ask me to repeat if I am not clear.**
- **Advocate for me when I cannot advocate for myself.**
- **Stand/sit so I can easily see you and the teacher.**
- **Try to give me some space.**
- **Give me eye contact.**
- **Do not become lax with your fingerspelling.**
- **Make use of facial expression.**

Taken from, *Student Perspectives on Educational Interpreting: Twenty Deaf and Hard of Hearing Students Offer Insights and Suggestions* by Kim Brown Kurtz & Elizabeth Caldwell Langer

Resources

- CCC Program for DHH Students: <http://www.camdencc.edu/dhoh/index.cfm>
- Registry of Interpreters for the Deaf: <http://rid.org/>
- National Association of the Deaf: <http://nad.org/>
- New Jersey Registry of Interpreters for the Deaf: <http://nj-rid.org/>
- EMBE Outreach Resource: <http://www.needsoutreach.org/>
- NTID ASL Video Dictionary: <https://www.rit.edu/ntid/dictionary/>
- PEPNet 2: <http://www.pepnet.org/>
- Deaf Newspaper, LLC: http://deafnewspaper.com/news/2014/2014nov19_elisa.html
- Deaf Health.org: <http://www.deafhealth.org/>
- DHH Virtual Academic Community VAC: <http://www.rit.edu/ntid/dhvac/>
- ASL STEM Science Signs: <http://aslstem.cs.washington.edu/topics/view/1440>
- The Interpreter's Friend: <http://theinterpretersfriend.org/>

Books:

A Journey into the Deaf World: Lane, Harlan, Hoffmeister, Robert & Bahan, Ben., A Journey into the DEAF-World. San Diego, California. 1996.

Encounters with Reality 1,001 Interpreting Scenarios: Cartwright, Brenda E., RID Press. Alexandria, VA.

So You Want To Be An Interpreter?: Janice H. Humphrey & Bob J. Alcorn; (2001) Fourth Edition

The New Dictionary of Cultural Literacy: Eric Donald Hirsch, Joseph F. Kett, James S. Trefil
Houghton Mifflin Harcourt, 2002