

PROVIDERS' HANDBOOK

**Office for Students with Disabilities/
Deaf Services
Holyoke Community College**

**effective 9/96
(revised 7/14)**

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Many thanks to Gallaudet University's Interpreting Services department and to Northern Essex Community College's Office for Interpreter Services for providing assistance with the development of this manual.

- Carol-Ann Smalley
August, 1996

INTRODUCTION

Holyoke Community College is a comprehensive educational institution established to provide post-secondary educational opportunities to people of diverse backgrounds and goals. The College strives to provide an effective educational environment so that all students may develop to their fullest potentials. Furthermore, Holyoke Community College is committed to providing an open and barrier-free communication environment. Accordingly, interpreting, transliterating and C-Print captioning services are provided when needed.

Freelance interpreters* and C-Print captionists** are a valued resource at Holyoke Community College. They play a crucial role in the quest for accessibility, and are relied on by members of the College community--students, faculty and staff--to relay information accurately and intelligibly among the various consumers***, as needed. (Hereafter, if both interpreters and captionists are mentioned, they will be referred to as *providers*.)

This handbook has been prepared to provide basic information to assist providers in their work for Holyoke Community College. By signing a contract with the College, a provider agrees to follow the policies and procedures contained herein. The College may add to, delete from, and/or modify the information in this handbook as necessary. Any questions or concerns that may arise regarding any procedures should first be addressed to Carol-Ann Smalley or Debbie Geoffroy in the Deaf Services Office.

Mailing Address and Phone Numbers:

Holyoke Community College
Office for Students with Disabilities & Deaf Services, Don 147
303 Homestead Avenue
Holyoke, MA 01040
(413)552-2417(v/tty) (main number)

(413)552-2317(v/tty) VP: 413-650-5502 (Deaf Services, Don 147B)
e-mail: csmalley@hcc.edu , dgeoffroy@hcc.edu

* *Freelance Interpreter*: A self-employed individual whose services are contracted by Holyoke Community College for the purpose of providing interpreting and/or transliterating services. The interpreter should either have a certification awarded by the National Registry of Interpreters of the Deaf, Inc. (RID), by the National Association of the Deaf (NAD) Level III or higher, or be approved by the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH.)

** *C-Print Captionist*: A self-employed individual whose services are contracted by the College for the purpose of providing C-Print Captioning services. The captionist should have passed training provided by the National Technical Institute for the Deaf/RIT.

*** *Consumer*: Any individual (Deaf, Hard of Hearing, or Hearing) requesting interpreting, transliterating or C-Print captioning services who is participating in any college-sponsored program or activity.

APPLICATION AND HIRING

Providers interested in employment at Holyoke Community College should complete an application form and submit a resume to OSD/DS. Qualified applicants might be scheduled for an interview; professional references may also be contacted. Once hired, providers will sign a contract for services. The contract for services should be fully executed before the provider can perform services for the College.

Providers can commit themselves for a schedule of day and/or evening classes for the semester, or on an individual assignment basis.

Once hired, providers are responsible for reporting any change of address, telephone number(s), e-mail address and certification to the Deaf Services Office. Street address and/or name changes require: 1) a signed letter from the provider that includes both the former and new address (a copy will be kept on file in the Deaf Services Office and another copy will be forwarded to the HCC Business Office in FR 335); and, 2) completion of a new W-9 form.

A contract copy and a photo ID allows providers to obtain an HCC staff ID in Frost 271. With this ID providers can join the Bartley Athletic & Wellness Center, have access to the HCC library, and get a discount at the College Bookstore. Providers may request a key for Don 149, which is an office/lounge area for between class times, leaving things such as coats and lunches, and is also the location of providers' mailboxes. (Key requests go to Roberta Kelly, Facilities, Building E, Room 204.) Providers may keep this key for the duration of their time of employment at HCC, and return it to Roberta Kelly when they will not be returning to campus the following semester.

CERTIFICATION

Holyoke Community College pays interpreters according to their level of certification from the Registry of Interpreters of the Deaf, Inc. (RID) and/or the National Association of the Deaf (NAD) or screening by the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH). Interpreters must provide OSD/DS with a copy of their initial (dated) letter of certification upon hire. In addition, a copy of current certification/screening cards must be submitted annually. Interpreters must notify OSD/DS immediately of any changes in certification status.

ASSIGNMENTS

At the end of the previous semester, all providers are asked to provide a schedule of availability for assignments at HCC; OSD/DS will then contact providers to inform them of the availability of work. Providers are offered assignments on the basis of consumer preferences, certification and skill levels, type of situation, prior experience, education and specialization, evaluations, availability, and reliability. OSD/DS reserves the right to make the final decision as to which provider receives an assignment. If at anytime a provider (or consumer) believes that a mismatch has occurred, this should be reported to OSD/DS as soon as possible.

Assignments will be primarily in the classroom; however, providers may be contracted for work at meetings with instructors and/or advisors, as well as for special events, such as lectures and other college-sponsored activities. OSD/DS tries to give providers as much information as possible about each assignment (e.g., names of consumers, date/time/place of assignment), while at the same time notifying consumers of the name(s) of the assigned providers. At the initial meeting, providers and consumers should discuss particulars of the assignment (e.g., seating, lighting). Providers are expected to be prompt and ready to begin working at the time the assignment is scheduled to start. A consumer may ask a provider if she/he is available for services, but the provider must be given the assignment through OSD/DS. Assignments that are not dispatched through OSD/DS are considered to be privately contracted and are not to be included on the provider's payment voucher.

It is essential that interpreters have sufficient knowledge of the content area to interpret its concepts and vocabulary accurately and meaningfully. Captionists, too, will need a working knowledge of the content area as well as time to set up the class dictionary. Therefore, it is likely that providers will need to prepare for assignments by consulting with instructors/presenters, reviewing lecture outlines, reading papers and/or skimming required readings in textbooks, and previewing non-captioned instructional video tapes. Text books and other preparatory materials can be made available upon request: providers should first try to make arrangements directly with the instructor (many instructors are able to order another "desk copy" to loan to the interpreter) or with the student; or, if both of those ways are unsuccessful, by coordinating through OSD/DS (there is a small collection of donated texts in Don 150.) Providers should secure a syllabus from each of their class assignments and use it to plan – with the consumer(s) -- for presentations, exams, etc.

On occasion an interpreter might need extra time to prepare for an assignment. If an interpreter feels it is appropriate to bill for this time, she should complete an "Interpreter Preparation Request Form" available in the Deaf Services Office, and submit it prior to the time needed. The request will be reviewed by a Deaf Services staff member and responded to as quickly as possible. Prep time of this nature is billable at ½ the usual hourly rate (documented on the PV at the normal hourly rate but at ½ the time.)

Prior to the start of the semester, the instructor will receive information from OSD/DS regarding the role of an interpreter and/or C-Print captionist and common accommodations for students who are Deaf or Hard of Hearing (Appendix I). In addition, providers may need to advise consumers on the effective use of and logistics for ensuring effective services. In other words, providers may need to be prepared to clarify their role and function for consumers.

STANDARDS OF CONDUCT

Providers are expected to maintain high standards of professionalism and reliability, to dress in a manner appropriate to the situation, to adhere to the procedures in this manual, and to follow the NAD-RID Code of Professional Conduct. Furthermore, all College policies and applicable standards will be applied.

NAD-RID Code of Professional Conduct 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 full version of the Code of Professional Conduct is available in the Deaf Services Office and can also be found online at <http://rid.org/ethics/code/index.cfm>

Provider/Student Interaction

Providers should not have conversations during class time. If a student (non-Deaf) asks for information about what providers are doing, the provider should let the student know that she is not able to discuss it during class, but could answer before or after class. When answering questions about interpreting or C-Print captioning from faculty and other students, the provider should keep in mind confidentiality regarding the student who is deaf, providing only general information.

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COMPENSATION / BILLING

Providers who are paid as independent contractors receive 1099 wages. Since providers are not employees of Holyoke Community College, salary deductions such as federal, state, and FICA taxes are not taken. Furthermore, providers are ineligible for College benefits.

Rates of Payment:

Holyoke Community College compensates interpreters by following, as closely as feasible, the current statewide interpreter rates established by the Massachusetts Commission for the Deaf and Hard of Hearing. For a comprehensive listing, please refer to Appendix IV.

If certification levels are not up to date (e.g., due to membership lapses, grievance proceedings) the rates will be adjusted accordingly. To increase the hourly rate, an interpreter needs to provide a copy of new certification and/or proof of longevity to the OSD/DS office. When a significant certification anniversary date (e.g., 5 year, 10 year) is to occur, an "Anniversary Notification Form" must be completed and submitted to the Deaf Services Office at least one month prior to the actual anniversary date in order to receive increased compensation in a timely manner. These forms are available in the Deaf Services Office as well as in the Providers' Room (Don 149).

Billable Time:

In general, interpreters and captionists are asked to schedule work for at least two consecutive hours for the first assignment of the day; additional hours may be added depending on the provider's availability and the College's needs. If a provider shows up late and misses part of a job, the provider should bill for and is paid for the actual time worked only. If an assignment does not happen or does not run the full time, the interpreter/captionist is asked to check in with the Deaf Services Office to inform of his/her availability.

Assignments are usually scheduled consecutively, with a 10 to 15 minute break in between. Occasionally a longer period of time of perhaps 1 to 1.5 hours might occur between assignments, during which an interpreter/captionist would be asked to be on-call.

If an interpreter or captionist travels to HCC to attend an interpreter meeting on a day that she/he is not otherwise scheduled to work, only the actual meeting time will be paid. Per the policy explained below, mileage and travel time are applicable.

Parking and Mileage/Travel Time:

Free parking is available for all providers; however, they are required to register their vehicles with the Campus Police, to maintain parking decals on their vehicles, and to

follow all campus traffic rules and regulations. Roberta Kelly of Facilities (Bldg E 204; 552-2212) can provide information on these policies and procedures. *Providers should allow extra time for potential parking constraints, as well as enough time to convey from the parking lot to the assigned room.*

Providers will be paid travel time and receive a vehicle allowance for travel to the College (or to an off-campus site) of 20 miles or more one way, per the MCDHH Statewide Contract Interpreter Rates Related Definition page (see Appendix V). Any provider who plans to bill for mileage and travel time must first submit documentation (i.e. a letter) stating his/her home address, mileage from home to HCC per a Mapquest printout, and the amount that will be billed (one total for both mileage and travel time) for each day that he/she works at HCC. (See Appendix VI) This documentation will be kept on file in the Deaf Services Office.

Reporting Billable Time

In order to be paid, providers must submit a completed payment voucher (PV) form including the details of all hours worked. (see Appendix II) These forms can be submitted either electronically or on the standard paper form; the latter can be obtained from the Deaf Services office (Don 147B) or in the Providers' Room (Don 149). PVs are to be submitted to OSD/DS on alternate Thursdays before 9:30 a.m.; copies of the biweekly schedule are available in the main office. Submission of forms beyond a biweekly schedule is not recommended and often results in delays.

PVs for services rendered prior to June 30, fiscal year end, must be received as soon as feasible, ideally before the first pay period of July ends. PVs received after this deadline may not be paid.

Dates, times and assignments listed on the payment voucher must correspond to those assigned and approved by OSD/DS. Working time may be reported in one-half hour increments. If a provider served as a substitute for an assignment, that should be clearly marked on the payment voucher form. Please remember that providers must report any changes to their scheduled time within 24 hours of the assignment (see the next section.)

Direct deposit of your pay will be credited to your financial institution, per your instructions; Judi McGeer of the Business Office (Frost 335, 552-2497) has more information about this. To register for Electronic Funds Transfer (EFT) and/or to see your payment history, go to:

<https://massfinance.state.ma.us/VendorWeb/VendorInstruction.asp>. Use your Vendor Code to log in; the password is the last 4 digits of your Social Security Number.

ASSIGNMENT CANCELLATIONS AND CHANGES

OSD/DS recognizes that freelance providers depend on timely notification of cancellations in order to maintain their income. These procedures are designed to allow

providers the opportunity to identify alternative employment if an assignment is canceled or to compensate them if sufficient time is not given. These procedures are not intended to provide duplicate payment when a scheduling adjustment can be accommodated. All scheduling adjustments must be approved by OSD/DS.

One Time or Short-Term Assignments:

If a provider is given two or more business days notice of the cancellation of a one time or short-term assignment, there will be no compensation for the job or travel time. If a one time or short-term assignment is canceled less than two business days prior to the date of the assignment, providers are paid for the assignment only if they contact OSD/DS and remain available to OSD/DS to accept a reasonable and comparable replacement job. If a replacement assignment cannot be scheduled, providers are paid for the time booked (but not for travel time since they did not come to campus.).

On-going Assignments:

On-going assignments are assignments for which providers are scheduled on a regular and on-going basis, usually for a complete semester.

If a provider receives five business days notice or more of the cancellation (such as if a class is dropped or cancelled) of an on-going assignment before the job has begun, the job is not paid. If an on-going assignment is canceled less than five business days prior to the starting date, providers are paid for two weeks (of a regular 14 week semester or one week of a 5 or 7 week summer session). If a cancellation occurs at any time during an on-going assignment, providers are paid for the next two calendar weeks (or one week if it is a summer session course) of the assignment or for the duration of the assignment, whichever is shorter. In order to receive payment for a canceled on-going assignment, providers are asked to remain available to OSD/DS for replacement work.

If a provider receives notice of the cancellation of specific dates of an ongoing assignment, these dates/times should be reported to Deaf Services as soon as feasible, and the provider may be asked to remain available to OSD/DS for replacement work. Information from the student about the inability to attend a class, announcements in class, and any classes designated in the syllabus as cancelled should be considered as notice. If OSD/DS asks a provider to cover a replacement need in this type of situation and there is less than 24 hours notice, the provider, if she is able to do the replacement work, can bill an additional 15 minutes for the last minute change.

Notification:

Providers must report any changes in an assignment to OSD/DS as soon as possible, and certainly within 24 hours. This includes changes in the hours and/or time, location, a "no show" by a consumer, travel, class cancellation, scheduling a substitute, and changes in

the type of situation (e.g., from a lecture to a lab format.) In addition, providers must notify OSD/DS *immediately* if they realize they will be late for an assignment.

Providers are responsible for providing OSD/DS with current phone number(s), mailing address, and e-mail address. If a provider has not provided up-to-date contact numbers or does not have a voice mail messaging and/or email service and fails to receive timely notification of a cancellation, OSD/DS is not responsible for paying the provider for the canceled assignment.

Furthermore, each scheduled provider is given an HCC mailbox, located in Don 149; please check this regularly—at least daily—as important information (including any assignment changes) will be posted here.

School Holidays and Vacation Periods:

Providers are not paid for classes and assignments that are not scheduled due to school holidays or other College events (e.g., Professional Development Day.) Providers should refer to a current academic calendar in order to be apprised of all holidays and vacation periods, as well as days that follow a "Monday or Friday schedule" due to a holiday on another day that week (e.g., on Columbus Day (which is a Monday), Holyoke Community College is closed, so both Day and Evening classes on Tuesday follow a Monday schedule.)

Inclement Weather:

In the event of inclement weather, the College may cancel or delay the opening of day and/or evening classes. ("Day" classes are those scheduled to begin prior to or at 4:00 p.m.; "evening" generally are those scheduled to begin at 4:30 p.m. or later.) Usually the announcements will be made starting at 6:30 a.m. for day classes and 4:00 pm for evening classes. The following television and radio stations carry announcements should the College be closed by inclement weather:

WACE, WHYN, WMAS, WHMP, WITT, WARE, KIX 97.9,
WAQY, WWLP (TV), WGGB (TV), WNNZ.

Closing of the Holyoke public schools does not include Holyoke Community College. The radio must announce "Holyoke Community College." In addition, closings are posted on the HCC website www.hcc.edu, and the College has a **weather hotline** that can be accessed via voice: **552-2900, x1418**.

If the College is closed due to inclement weather and fewer than 48 hours notice is given, providers will be paid for the hours that they were scheduled for that day (but not for travel time/mileage.) If the College is open, providers are expected to report to work.

Sometimes the College will delay opening. Classes or labs that start at the time of the delayed school opening or thereafter will be held as scheduled. Classes or labs that have a starting time prior to the delayed school opening will begin at the time of school opening if there are 45 or more minutes remaining in the originally scheduled class period.

Interpreters are able to bill for their entire schedule that day, assuming fewer than 48 hours notice was given. If the situation is such that an interpreter has only one scheduled class for that day and it would not meet for 45 minutes or more after the delayed opening of the College, the interpreter does not have to come in and is able to bill for that class.

Failure of Consumers to Appear

Providers and consumers are encouraged to discuss ways of contacting each other (e.g., via phone, e-mail) in the event of last minute changes. In the event that a consumer is late and you have not heard from him/her, for every hour assigned, providers must wait 15 minutes for the consumer to arrive (e.g., for a three hour class, wait 45 minutes.) To minimize class disruptions, providers should wait outside the classroom until the student arrives.

If providers learn of a last-minute cancellation, or if the consumer fails to appear, or if the assignment ends early, the provider must contact OSD/DS immediately to see if a suitable replacement assignment can be scheduled. Providers are not paid for the assignment (or portion of the assignment) if contact with OSD/DS is not made.

TEAMING

OSD/DS may place two (or more) providers on an assignment, depending on the nature and length of the job. Generally, one interpreter/C-Print captionist is scheduled for an assignment less than 1.5 hours, and two are provided for an assignment 1.5 hours or longer (unless it is a lab and/or a situation with regular breaks.) Decisions regarding the need for two (or more) providers are made by OSD/DS.

Team providers are expected to arrive no later than the scheduled starting time and to remain for the full length of the assignment. Both team members are active in the team process, rotating from primary to support roles, and back again. They jointly should decide--prior to the start of the assignment--who begins and at what approximate time interval they will change. Providers should make sure that their schedule for rotating is not distracting nor disruptive.

Usually only one provider needs to be present on test days. Providers should decide which one (if any) will be present on a given test day (e.g., alternating days or one provider taking all test days.) The provider who remains to be available during a test should only interpret / caption questions from the student to the teacher and vice versa; the interpreter should not interpret the printed English test questions. Prior to the test day

– and as soon as possible after she/he knows of the test -- the provider who is not working during the test time should notify OSD/DS of her availability for replacement work.

Some classes, because of length or some other factor, may initially look as if they require two providers. However, after the first class or two it may be obvious that one provider can do the job. It is the responsibility of the providers to inform OSD/DS of this situation; at this point OSD/DS will work with the interpreters to find an equitable solution.

SUBSTITUTES

Providers who are unable to meet or complete a scheduled assignment during the semester are expected to find their own replacements and must notify OSD/DS of the substitution. Substitutes must be on the OSD/DS approved list and must have the appropriate skills to do the job satisfactorily. A substitute list of providers and their phone numbers and/or e-mail addresses will be made available at the beginning of each semester. Providers are encouraged to include their consumers in the selection of an appropriate substitute and to solicit the input of OSD/DS.

In the event of sudden illness or other emergency resulting in the inability to report to an assignment or to locate a replacement, providers must notify OSD/DS as soon as possible so that consumers can be notified of the status of their services.

Providers should limit the number of times that they have substitutes for on-going assignments because the consumers are better served by and expect consistency.

Providers who accept substitute work for another provider should confirm this change with both the original provider and with OSD/DS. This procedure lessens the chance for misunderstandings.

INCIDENT REPORT / EMERGENCY PREPAREDNESS

There may be occasions when serious problems or difficult situations arise between students, faculty, staff and/or providers. If such a situation occurs, any party involved may complete an Incident Report form (Appendix III.) This form asks for a detailed description of the incident, as well as for any follow-up requests. Once this has been received and reviewed by a representative from OSD/DS, a meeting can be scheduled to further address the problem.

If an emergency occurs that requires immediate attention, please call the HCC Campus Police at 552-2211 (or 911 from a campus phone.) (For a non-emergency situation, Campus Police can be reached at 552-2400.)

To sign up for the Emergency Notification System -- as well as to see other emergency preparedness information – go to the HCC website (www.hcc.edu), then <About HCC>, then <Campus Safety>, then <Emergency Preparedness>.

EVALUATION

Several evaluations will be disseminated near the end of each semester/academic session: student evaluation of the provider, faculty/staff evaluation of the provider, and, optionally, provider evaluation of the semester. Student and faculty/staff evaluations will assist the provider in identifying strengths and challenges. Provider evaluations are an opportunity for the provider to give OSD/DS feedback about the semester. OSD/DS will attempt to provide evaluation summaries in a timely manner.

TERMINATION

It is the general practice of OSD/DS to attempt to improve below-standard performance through discussion before terminating a Contract for Services. If the provider fails to fulfill her/his obligations, the College may terminate the contract by giving written notice to the provider at least seven (7) calendar days before the effective date of termination stated in the notice. The notice may state the circumstances of the alleged breach and may state a reasonable period, not less than seven (7) calendar days, during which the alleged breach may be cured, subject to approval of the College. In cases of termination, the College shall promptly pay the provider for all services performed to the effective date of termination.

APPENDIX I (Interpreter information sheet for faculty)

TO:

FROM: Carol-Ann Smalley and Debbie Geoffroy, Deaf Services / Office for Students with Disabilities

A student who is deaf/hard of hearing is enrolled in your class for the semester. Included here is a brief outline of helpful hints for working with individuals who are deaf, the role of interpreters in the classroom, and a list of common considerations. If you have any questions about this information, please feel free to contact us at 552-2317(v/tty), csmalley@hcc.edu/Donahue 147B. Thank you for your assistance.

HINTS FOR WORKING WITH INDIVIDUALS WHO ARE DEAF

- Hearing loss affects a person's ability to receive information through sound; therefore, deaf people depend heavily on their eyes to understand what is being said.
- Be aware that each individual who is deaf or hard of hearing is different; what one individual prefers may not be the same as what another would prefer.
- To get an individual's attention, lightly tapping the shoulder or arm, tapping the desk, flicking the lights off and on once, or waving your hand gently in the person's direction is perfectly acceptable.
- Be aware that inadequate lighting may interfere with communication. Also, try to avoid standing in front of a window where glare might inhibit visibility.
- To establish rapport, face the individual when speaking and maintain eye contact with him/her (not with the interpreter.)
- Speak and enunciate clearly and normally; don't exaggerate your lip movements.
- Use pencil and paper to write your message, if you want, or use other visual aids.
- The native language of many Deaf individuals is American Sign Language (ASL) which has a different grammatical structure than English.

THE INTERPRETER'S ROLE

- Interpreters facilitate communication/exchange of information between all individuals in the classroom. To accomplish this, the interpreter will position him/herself between you and the student, usually in the front of the classroom. Usually the interpreter will sit, but occasionally she will stand and/or "shadow" you (following you to a far side of the room if you are showing the class something, for example), depending on the situation.
- The interpreter will translate/interpret everything she hears (from people who are speaking) and sees (from people who are signing); she will not "protect" consumers by censoring.

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- Interpreters are neutral parties. They follow a Code of Professional Conduct which requires that they keep confidential any and all information gathered from an interpreting situation. They may not speak on behalf of a student. Nor may they counsel, advise, interject personal opinions or participate (beyond their role as interpreters) in classroom activities.
- Interpreters work best if they have access to the materials that will be covered in class. Thus, it would be extremely helpful if you could provide copies of your syllabus and any handouts, *as well as loan extra copies of your textbook(s)* to the interpreter. (Instructors have been able to request an extra “desk copy” of their text(s) from the publisher for this purpose.) Also, if you use Moodle or something similar, allowing interpreters access to this is very helpful.

COMMON CONSIDERATIONS FOR DEAF/HARD OF HEARING STUDENTS

- Act and conduct your class as you normally would. Speak at your natural pace; however, be aware that the interpreter must hear and understand a complete thought before proceeding to interpret it. There will be, therefore, a "lag time" that is inherent in any interpreting situation. For this reason, it is important to provide enough time for the student to ask or answer questions.
- Please provide for good lighting and an extra chair. If lights must be low (e.g., while showing videos or when using the overhead projector,) you can arrange for an “interpreter’s lamp” by contacting the Deaf Services Office.
- Maintain a primary relationship with your student, not with his/her interpreter. Ask questions and inquire about a student’s progress directly to the student.
- If possible, provide a copy of your outline or lecture notes and/or a list of vocabulary words to the student and to the interpreter in advance to facilitate accurate speech reading and assist the interpreter with technical or unusual terms.
- It is helpful to write important information on the board (e.g., changes in class time, examination dates, assignments)
- Any films/videos shown should have captions (captions are similar to the subtitles seen in foreign films.) Videos or DVDs that are closed captioned are marked with a “CC,” and are often available through services such as Netflix. (Please verify that the captions are in working order by playing the video/DVD prior to class.)
If it is not possible to get closed captioned versions, a script could be provided to the student and the interpreter prior to the showing date.
- When using auxiliary equipment and/or visual aids, as well as those times when students are asked to refer to printed materials that they have at their desks and/or on a computer monitor, it is important to allow time for the students to move their eyes from the interpreter to the items being shown, without missing what is being said. In other words, it is helpful to allow “viewing time” with *no talking*, so that the Deaf students can look at the items, then back at the interpreter once discussion has begun again.

- If “special events” such as field trips, theatrical performances, and/or out-of-class study groups will be scheduled, please let the student and interpreter know far in advance, if possible, so that arrangements can be made.
- In some situations, a Deaf student may request testing accommodations due to their difficulty with written English. If your test/quiz is assessing content, then providing extended time (50% additional time) or having parts of the test interpreted (with the student writing his/her own response) might be appropriate. However, most of the time the student should ask questions about a test directly to the teacher, and the interpreter will interpret the teacher’s response. Since each case is different, please contact us if you would like to discuss this further.

WEB-BASED TRAINING: *ORIENTATION TO SERVING COLLEGE STUDENTS WHO ARE DEAF OR HARD OF HEARING*

There is an excellent hour-long, multimedia web-based training offered by the Postsecondary Education Programs Network at www.pepnet.org. The training, entitled *Orientation to Serving College Students Who are Deaf or Hard of Hearing*, is designed specifically for postsecondary education professionals who are working with students who are deaf or hard of hearing. We highly recommend a visit to this site for those who enjoy doing online learning.

SUGGESTED READINGS – For those who might like to learn more about American Sign Language and/or Deaf Culture.

Cohen, L. *Train Go Sorry* <http://www.amazon.com/Train-Go-Sorry-Inside-World/dp/0679761659>

Uhlberg, M. *Hands of My Father* <http://www.amazon.com/Hands-My-Father-Hearing-Language/dp/0553806882>

Greenberg, J. *In This Sign* <http://www.amazon.com/This-Sign-Acclaimed-Courage-Survive/dp/0805007229>

Walker, L. *A Loss For Words* <http://www.amazon.com/Loss-Words-Story-Deafness-Family/dp/0060914254>

Padden, C and T. Humphries *Deaf in America* http://www.amazon.com/Deaf-America-Culture-Carol-Padden/dp/0674194241/ref=sr_1_1?ie=UTF8&s=books&qid=1276709506&sr=1-1

Sign Language and the Deaf Community: Essays in Honor of William C. Stoke, edited by C. Baker and R. Battison
http://www.amazon.com/Sign-Language-Deaf-Community-William/dp/0913072362/ref=sr_1_1?ie=UTF8&s=books&qid=1276709600&sr=1-1

APPENDIX II (payment voucher form)

APPENDIX III (incident report form)

**Holyoke Community College
Office of Students with Disabilities & Deaf Services
Incident Report**

Name of person completing this report: _____

Date and location of incident: _____

Individuals involved (including witnesses): _____

Detailed description of incident:

Follow-up requested? Yes ___ No ___ For file/records only ___

Received by: _____ **Date:** _____

APPENDIX IV (MCDHH Statewide Interpreter Rates)

APPENDIX V (Interpreter Rates Related Definition)

Travel Time

- Interpreters shall receive a vehicle allowance for trips of 20 miles or more one way. Reimbursement shall be at the rate paid to Commonwealth employees, currently \$0.45 per mile, and is for the total distance traveled. This allowance covers gas, tolls, parking and vehicular wear and tear. Trips less than 20 miles one way are not eligible for this allowance.
- For travel over 20 miles one-way, interpreters will be paid travel time. Travel time pay is calculated by this method: total miles divided by 50 and then multiplied by $\frac{1}{2}$ of the interpreter's hourly rate.

(___(miles) divided by 50) X $\frac{1}{2}$ of hourly rate = travel time reimbursement

Example: The interpreter (whose hourly rate is \$30.00/hour) traveled a total round trip of 85 miles (42.5 miles each way).

85 divided by 50 = 1.7 X 15.00 ($\frac{1}{2}$ of 30.00) giving a travel time pay of \$25.50 in addition to the mileage reimbursement of \$38.25 (85 X .45) for a total of \$63.75.

APPENDIX VI (TRAVEL TIME DOCUMENTATION)

August 20, 2014

To Whom It May Concern,

Below please find the amount I will charge per the MCDHH Interpreter Rates Related Definition page for round trip vehicle allowance and travel time for my work as a freelance interpreter at Holyoke Community College.

One-way mileage from my home to HCC: 24.5 miles (Mapquest printout is attached.)

Hourly rate: \$30.

Travel time allowance: $49/50 = .98 \times \$15 = \14.70

Mileage allowance: $49 \times .45 = \$22.05$

TOTAL: \$36.75

Sincerely,

Your name
Your address