

College of Staten Island
Center for Student Accessibility

Handbook for Interpreters

Resource Center for the Deaf
(718) 982-2510



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WELCOME

The interpreter plays a critical role in the success of students who are deaf or hard of hearing. In addition to providing the communication link for students to interact with teachers and students in regular education classes, interpreters also make it possible for all students who are deaf or hard of hearing to gain access to all other school activities and services. The intent of this Interpreter Handbook is to offer guidelines, to clarify expectations and responsibilities of the interpreter and to give a basic understanding of some of the objectives, policies and procedures of the program. With the general information presented in the Interpreter Handbook and good judgment, interpreters should have a reliable guide as to what is expected of them. If you do not understand any of the material or if questions come up that are not covered in the Interpreter Handbook, it is your responsibility to contact the RCD coordinator. From time to time it may be necessary to update sections of the Interpreter Handbook. Copies of updated sections will be sent to all interpreting staff.

We look forward to working with you here at the College of Staten Island.

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment; has a history of impairment; or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for one's self, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual of the RCD has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At College of Staten Island, the established institution is the Center for Student Accessibility.

The Americans with Disability Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as College of Staten Island) are covered under Section 504. The ADA does not supplant Section 504, but those situations where the ADA provides greater protection the ADA standards apply. Therefore,

postsecondary institutions must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

EXPECTATIONS AND PROCEDURES

Hiring Procedure

Interpreters may begin the hiring process by submitting a resume and completing a one-on-one screening with the Resource Center for the Deaf (RCD) coordinator. Screening process may include: skills assessment, ethics and decision making assessment, overview of CSI Interpreter policy, and coordinator's review of applicant's professional involvement and/or experience.

Following the screening, applicants will work with the RCD coordinator to complete HR forms for CSI employment. Once an employee is hired, interpreter scheduling is completed by the RCD coordinator.

Qualification Criteria

The following list outlines the criteria to be hired as an interpreter at the College of Staten Island. A copy of qualifications must be kept with the RCD.

- Membership with the Registry of Interpreters for the Deaf
- Graduation from an accredited high school or possession of acceptable equivalency diploma (G.E.D.)
- Graduation from an Interpreter Education Program - preferred
- Two years interpreting experience, preferably in the postsecondary educational arena
- Certification from RID, or proof that certification is being pursued - preferred
- Graduation from a baccalaureate program or higher - preferred

Increases in pay rate due to the interpreter successfully achieving a higher certification or education level will be implemented in a timely manner. The interpreter coordinator must first be provided with written confirmation from the testing organization.

The CUNY *Sign Language Interpreter Title Levels* will be assigned to each interpreter depending on qualifications.

Scheduling

A master class schedule is made by the RCD Coordinator after receiving students' schedules prior to the beginning of the semester. Subsequently, the RCD coordinator or a representative will contact interpreters to work out class schedules. During the scheduling process, every effort is made to match the interpreter's skill level and preferences with the appropriate students, instructors and classes. Any scheduling

conflicts should be reported immediately to the RCD coordinator. The RCD uses Gridcheck software for all scheduling.

The RCD coordinator will answer any questions about the schedule. The schedule will indicate the time, place, and type of class. This schedule will be in effect for the entire semester but is subject to change by the RCD coordinator. Any questions, problems, or concerns about the schedule should be discussed with the RCD coordinator. Interpreters must accept that the RCD has no control over students adding, dropping, or withdrawing from classes. Scheduled hours may change at any time.

Assignments that are scheduled through the RCD will be paid. A student may ask an interpreter if she/he is available, but the interpreter must be given the assignment through the RCD. The RCD reserves the right to move interpreters within their scheduled time.

The RCD reserves the right to use the interpreters' services at its discretion and to determine who is hired for each assignment. The RCD will generally contact interpreters based on certification, starting with those nationally certified. Student preferences and seniority are also considered. The interpreter relationship with the RCD may be terminated at any time.

The interpreter is scheduled until the end of class. If an instructor goes past the designated time, or if a student needs to speak to the instructor after class, the interpreter may stay if her/his schedule allows. If the interpreter has another class or assignment she/he may leave at the end of the scheduled time. If the interpreter has to leave and the instructor continues teaching, the interpreter should inform the instructor that she/he has to leave and inform the RCD coordinator of the situation.

Interpreters should not accept outside assignments that would force them to leave early, or accept a CSI assignment if they know they must leave early.

Interpreters may not contract with other departments, teachers, or students on campus. All interpreting assignments at or for CSI must be accepted through the RCD.

Some classes, due to length or other factors may look as if they require two interpreters. However, after the first few classes, it may be obvious that one interpreter can do the job. It is the responsibility of the interpreters to inform the RCD coordinator of this situation. At this point, the RCD coordinator will determine when a team is needed after consulting with all parties involved. Teams will be sought for most assignments, depending on need, to ensure quality provision.

Gridcheck

For information on our scheduling software, please visit – www.gridcheck.com or <http://www.networkinterpretingservice.com/docs/Gridcheck-Provider-Quick-Ref.pdf>
<http://www.networkinterpretingservice.com/docs/Gridcheck-Service-Providers-Intro.pdf>

Evaluation/Observations

Several evaluations may be disseminated during the semester: student evaluation of the interpreter, faculty evaluation of the interpreter, team evaluations, and interpreter evaluation of the semester. Student and faculty evaluations will assist the interpreter in identifying strengths and areas for improvement. The RCD will attempt to provide evaluation summaries in a timely manner. Interpreter evaluations of the semester are an opportunity for the interpreter to give the RCD feedback about how the semester is progressing.

Periodically, the RCD may conduct on-site observations of an interpreter's performance. Whenever possible or appropriate, the interpreter may receive prior notification of these observations.

Rates

Interpreters are offered a competitive hourly rate and other perquisites designed to enhance overall welfare. Hourly pay rate information is available from the interpreting coordinator in accordance with the CUNY *Sign Language Interpreter Title Levels*. In addition to the hourly rate, CSI contributes toward interpreters' Social Security and Medicare benefits. CSI ensures that taxes and other deductions required by law are deducted from paychecks.

Health Benefits

Interpreters must be appointed for six months or more and scheduled to work twenty hours a week to qualify for health benefits. Interpreters are eligible to apply for health benefits following the completion of 90 days (3 months) of continuous, 20-hours per week employment. Human Resources will initiate the health benefits application upon submission of proof (copies of time sheets and a memo from the interpreting coordinator) that the employee has satisfied the employment requirement. Further information on the health benefits offered may be obtained in the Human Resources Office, 1A-204.

Leave and Holidays

Annual and sick leave are accrued beginning on July 1st. After working 500 hours, accrued leave hours become available for use. After three years of work, the employee does not need to wait for 500 hours; leave is available immediately.

Pension

Participation in the pension system is optional. Information on becoming a member of the New York City Employees' Retirement System (NYCERS) is available in the Human Resources Office, 1A-204.

Agency Shop Fee Refund

Sign Language Interpreter is a title of District Council 37, Local 2054, and is considered an Agency Shop position. As such, interpreters pay union dues. A deduction, called an agency shop fee, is also made from the salaries of non-union members. However, interpreters who regularly work less than 17.5 hours per week may apply for a quarterly refund of the agency shop fee. Consult the CSI Employee Handbook, or contact the Human Resources Office, 1A-204.

Compensation

Time sheets must be completed in accordance with the CSI Human Resources (HR) Timesheet/Pay Schedule. Pay period schedules can be obtained from 1P-101 or from HR. Timesheets are to be turned into the RCD coordinator the Thursday before they are due on the pay schedule. The coordinator will review hours documented and process for payment.

Interpreters may bill for hours worked with the following clarifications:

Two-Hour Minimum

A two-hour minimum is paid for the first assignment of the day. This does not apply if the first class assignment is immediately followed by another class assignment, with a total of at least two hours for both classes. A two-hour minimum will be paid for subsequent assignments if there is at least a four-hour non-paid break between assignments. Interpreting over two hours is to be billed in half-hour increments. For classes less than two hours, the interpreter should be available approximately ten minutes prior to the scheduled class start time and ten minutes after the scheduled class end time to interpret for any communication between the deaf/hard of hearing students and their professors or classmates. Interpreters must inform the RCD coordinator as soon as possible if they have interpreted beyond the time they were scheduled.

Cancellations

CSI/RCD recognizes that interpreters depend on timely notification of cancellations in order to maintain their income. These procedures are designed to allow interpreters the opportunity to identify alternative employment if a job is cancelled or to receive compensation if sufficient time is not given. If the interpreter receives compensation due to short notice of cancellation, the interpreter is expected to be available for the

time of the scheduled assignment or for the time for which the interpreter was contracted.

One-Time, Short-Term or Substitution Assignments

If an interpreter receives at least two working day's notice (48 hours) or more of the cancellation of a one-time, short-term, or substitution assignment, the job is not paid. If a one-time, short-term, or substitution assignment is cancelled less than two working days prior to the date of the assignment, interpreters are to bill for the assignment only if they contact the RCD coordinator. Interpreters should remain available to accept a reasonable and comparable replacement assignment or stay for office hours if needed.

If a documented good-faith effort to contact the interpreter at least 48 hours in advance is made and the RCD is still unable to contact him/her, the interpreter will not be paid for the assignment.

On-going Assignments

For assignments which interpreters are scheduled on a regular and on-going basis (usually 10 times or more) if an interpreter receives two days (48 hours) notice or more of the cancellation of any part or all of an assignment, that session/semester is not paid. Any semester-long cancellations with less than 48 hours' notice will be paid a two-weeks severance for their committed time.

If interpreters receive 48 hours notice or more of the cancellation of specific dates on an ongoing assignment, these dates of the assignment are not paid. If specific dates of an ongoing assignment are cancelled less than 48 hours in advance, interpreters are paid for the assignment *only if they contact the RCD*. Interpreters must then remain available to accept a replacement job or stay for office hours in order to maintain their 20-hours weekly status (if they are working 20 hours per week).

If a semester cancellation (student drop) occurs at any time during an ongoing assignment, interpreters are paid for two weeks of the assignment from the date of notification or for the duration of the assignment, whichever is shorter. In order to receive payment for a cancelled, ongoing assignment, interpreters must remain available to the RCD for replacement work.

Announcements in class are considered 48 hours notice. Interpreters should also ask the professor for a class syllabus, and any classes designated in the class syllabus as cancelled should be considered as notice. It is the interpreters' responsibility to

ascertain when classes or assignments are not scheduled because of holidays or vacation periods. Interpreters are not paid for these days.

Weather cancellations are included in the 48 hour notice guarantee. It is the interpreters' responsibility to visit the College's website or call the College to determine if the campus is closed.

Failure of Students (Clients) to Appear

In the event that the client fails to appear for an assignment, interpreters should wait at least 10 minutes for every hour of class (10 minutes for an hour class). If the assignment is scheduled to occur during regular office hours, interpreters must notify the RCD immediately if the client fails to appear. If the assignment occurs after office hours, they are to inform the RCD on the following business day. Reporting a no-show is respectful to the agency because this gives the coordinator a chance to possibly cover a class that was uncovered or provide a team to an interpreter that was working alone.

Schedule Gaps

Gaps in an interpreter's schedule between classes are not to be billed unless the RCD coordinator has asked them to cover an assignment or they have requested that time for preparation. A student requesting interpreting during an interpreter's break does not constitute an official request and may not be billed unless cleared with the coordinator.

Travel Time

Travel time may not be billed unless for pre-determined assignments as designated by the RCD coordinator.

Tutoring and Testing

All tutoring and testing requests must be made by the student. Interpreters are not to bill for tutoring or testing time unless it is scheduled by the RCD Coordinator. Interpreters are not to tutor D/HH students in accordance with the RID Code of Professional Conduct and standard practice.

Payment for Other Non-Interpreting Assignments

Interpreters will be compensated at their regular hourly rate for any meetings or trainings they are required to attend outside of their regularly scheduled workday. They will also be compensated at their regular hourly rate for extra time spent working on assigned projects outside of their regularly scheduled workday, with prior permission of the coordinator.

Preparation time may be compensated, depending on the situation, with prior approval of the coordinator.

Ethics and Confidentiality

Interpreters are expected to adhere to the RID Code of Professional Conduct. They are to provide interpreting services to the best of their ability and not allow personal feelings to interfere in the interpreting process. When interpreters socialize with students outside of the classroom, the interpreter should keep all information about interpreting assignments confidential, regardless of how inconsequential the information may seem. For reference, the following is the RID Code of Professional Conduct (CPC):

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.

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See Addendum A for suggested phrases to maintain confidentiality

Attendance and Punctuality

The interpreter will arrive on time for all assignments. Upon arriving, interpreters will wait outside of the classroom until the student arrives. Interpreters should notify the RCD as soon as possible in the event she/he will be absent from or late to an assignment. If an interpreter is later than 15 minutes, they are not to bill for the time they are not working and should report their hours judiciously. If class is released earlier than the time scheduled, the interpreter will be free to leave after being dismissed by the student.

Appearance

Although there is no formal dress code, interpreters should follow the RID CPC regarding appropriate and professional attire. Some classes may require special consideration, and interpreters should dress accordingly (e.g. scuba diving, marine biology, ceramics). An interpreter should wear clothes that contrast skin color and are not distracting to the student.

Team Interpreting

Due to duration or intensity, some classes require two interpreters. In such situations, both interpreters are to act as a team, rotating responsibilities at pre-arranged intervals, and providing support and feedback to each other. Interpreters will serve at all times as either primary or support interpreter, and should not take care of personal business at this time. Continuity is assured when all team members remain present and actively involved, thereby maintaining awareness of the context and content of the information being transmitted.

Only one interpreter needs to be present on test days. Interpreters should decide which of the team will interpret on a given test day (e.g., alternating days or one interpreter taking all test days). Interpreters should inform RCD coordinator of the agreed upon schedule. Timesheets should reflect one interpreter per test.

Both team interpreters are expected to stay until the end of the designated time. Any arrangements to the contrary should be discussed in advance with the RCD coordinator. Interpreters should only bill for time worked.

Messages/Exchange of Information

Any information from the RCD will be provided via email, IM, text messaging, cell phone, or any other communication method you prefer. This includes memos, schedule changes, and any non-emergency phone messages. Please keep your contact information current with the RCD. All student/assignment information shared is highly confidential and should be shared only on an “as needed” basis. Sharing information with interpreters or individuals not connected with the class is a breach of confidentiality.

In case of an emergency, every possible effort will be made to contact interpreters wherever they are on campus. Therefore, it is important that the RCD know if a scheduled class has been cancelled or changed location.

At the beginning of the semester, all interpreters are asked to submit a copy of the class’ syllabus to the RCD. Syllabi copies will be kept in the RCD for coordinator review and substitute interpreter needs.

Student Responsibilities (Attendance and Punctuality)

Students are responsible for getting to their classes on time. For any special seating arrangements, students should express their concern to the instructor directly rather than relying on the interpreter to save seats. Students should be aware that interpreters are required to wait 10 minutes for every credit hour. Students are responsible for notifying the RCD at least 5 days prior to missing class (except in the case of an emergency or illness). Failure to attend class without notifying the RCD may result in the discontinuation of services after the third occurrence, making it necessary for the student to make an appointment with the RCD coordinator to discuss reinstatement.

For interpreter requests outside of regularly scheduled class times, students are to contact the RCD coordinator two weeks prior to the event (or as soon as they are aware of the need), but no less than 48 hours prior to the event. Scheduling of interpreters is not permissible between student and interpreter. Additionally, students are to inform the RCD of any tests during and at the conclusion of the semester.

Students should discuss any problems with their interpreter directly with the interpreter before coming to talk to an RCD staff person. In the event the problem is not resolved, the student should contact the RCD coordinator.

Interpreter Responsibilities

If it appears a student will not show up for a class, the interpreter is required to wait 10 minutes for each credit hour. After waiting the allotted time, the interpreter is to report to the RCD by phone/text or in person and inform them of his or her availability. If the RCD needs an interpreter in another class or event at that time, the interpreter will be reassigned. If not, the interpreter will be free to leave and can record that class time on the time sheet. To minimize class disruptions, the interpreter should always wait outside the classroom until the student arrives, or at the back of the room.

If the student wishes to attend the class after the interpreter has left and the interpreter is still available to work, the interpreter should go with the student (e.g. if the interpreter is walking to the parking deck and the student informs the interpreter that she/he will attend the end of the class, the interpreter must interpret the remaining class time).

Pagers and Cell Phones

Interpreters should take care of personal business at times other than when on assignment. Cellular phones and pagers should have audible rings and beeps turned off. Responding to calls or pages during an assignment is not permitted.

Substitutions

When the interpreter accepts classes for the semester, it is expected the interpreter will maintain that schedule of classes throughout the semester. However, substitutions may be needed from time to time. Requesting a substitute in order to accept an off-campus interpreting assignment is not considered an appropriate request. Exceptions may be approved on a case-by-case basis.

When a substitute is needed the interpreter is responsible for making a formal request by e-mailing the RCD Coordinator request details. The interpreter substitution request must be received by the RCD at least seven full working days in advance. At that time the RCD will be responsible for finding substitutes.

Interpreter/Student Interaction

Interpreters should not have conversations with deaf students or other students during class time. Visitation should be done before and after the class or at a class break time. If a student (non-deaf) asks for information about what interpreters are doing, the interpreters should let the student know she/he is not able to discuss it during class, but could answer questions before or after the class. When answering questions about interpreting from faculty and other students, the interpreter should keep in mind confidentiality issues regarding the student who is deaf or hard of hearing by providing only general information and/or allowing the student receiving services to be involved in the explanation.

Interpreters should be careful when talking with students (both deaf and hearing) before and after class. Interpreters should not discuss anything related to class. Comments made may influence the students' class work and their original ideas. As a result, the work the students provide is not 100% their own.

Interpreters should not engage in providing transportation or personal favors for the students (non-deaf or deaf/hard of hearing). Interpreters are to maintain a professional relationship with the students at all times for liability and professional practice reasons. Advising, counseling or enabling students is in opposition of RID's CPC for professional interpreters.

Preparing for Classes

Interpreters are encouraged to prepare for class by reviewing the materials and reading the text the class is using. If you would like to borrow a copy of the book the teacher is using to prepare for class, please contact the RCD. The RCD will attempt

to obtain texts for the class; however, interpreters are also encouraged to do on-line or independent research to supplement preparation.

Every effort should be made to use standardized signs for technical and specialized vocabulary, and to communicate such information to team members and interpreting staff.

Community Interpreting

Interpreters may contract with outside agencies as long as such appointments are outside normal working hours and no conflict of interest is involved.

Due Process

If the RCD receives a complaint about an interpreting situation from students, faculty or staff, the interpreter involved will meet with the RCD coordinator. If a complaint about the same problem is reported more than once, the interpreter involved will meet with the RCD coordinator and the Director of The Center for Student Accessibility. If this specific complaint continues, the decision may be made to terminate the interpreter's services.

Inclement Weather

If the weather appears hazardous, please refer to the inclement weather policy for the College of Staten Island. The local radio or news stations may have College information available.

Meetings

Group meetings with interpreters may be held at the beginning of each semester. These meetings are strongly recommended for any interpreter who wishes to maintain a schedule of interpreting classes. The interpreter will be compensated for these meetings at a two-hour rate. If unable to attend a meeting, the interpreter may meet one-on-one with the RCD coordinator.

There may be times when it is also necessary for the interpreter to meet individually with the RCD staff. Attendance at these meetings is mandatory and part of the interpreter's responsibility while working for the College of Staten Island. Reasons for meetings might include, but are not limited to, discussion of performance; meeting between student, interpreter, and the RCD staff; or discussion of schedules for the upcoming semester. The RCD will attempt to schedule these meetings at a time that is convenient to both the coordinator and the interpreter.

Other Interpreting Assignments

During the semester, there may be times an interpreter will be asked to interpret for events such as convocations, lectures, and co-curricular activities. As these requests come in, the RCD coordinator will contact interpreters to determine who is available. If an interpreter accepts an assignment that requires a return to campus, the interpreter will be given a two hour minimum for the time if the assignment is less than two hours.

All interpreter requests for anything outside of regularly scheduled classes should go through the RCD. The office needs to know about scheduled extracurricular activities for several reasons: statistics for funding and to lessen the chance of double-booking of interpreters to name a few. Students are aware of this procedure. Students must request service provision through the RCD and not through the interpreter.

Workshops/Professional Development

The RCD at the College of Staten Island promotes higher learning opportunities not only for their students, but for their interpreters as well. Interpreters, regardless of their certification level, are encouraged to join professional organizations, attend workshops, and keep abreast of issues, standards and practices within the interpreting profession. Nationally certified interpreters are expected to maintain their certification through participation in the RID Certification Maintenance Program. Proof of current certification should be kept with the RCD coordinator and updated annually.

Interpreters are encouraged to attend all campus-wide staff development activities and to take advantage of any professional development opportunities offered at CSI. Interpreters are encouraged to attend workshops, in-service training and events hosted by the program.

Videotapes and Other Materials

Skill building videotapes are available in the RCD. These tapes may be checked out or used in the RCD during down time. Contact the RCD coordinator to check out materials.

Parking

Parking permits must be obtained from 1A-102 prior to the semester. An interpreter should obtain a "College Assistant" permit. Your appointment letter from HR is required for first time permits.

CONTACT INFORMATION:

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Website: <http://www.csi.cuny.edu/csa/>

Coordinator of Interpreter Services:
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Phone: (718) 982.2510 or 5538
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Office: 1N-115
Website: <http://www.csi.cuny.edu/csa/rcd/>

I have read and understand the CSI-CSA Interpreter Handbook
and agree to the terms stated.

Name _____

Signature _____

Date and Semester/Year _____

RCD Coordinator Signature _____

**** Please attach to this signed page a copy of your current RID Membership Card****

ADDENDUM A - SUGGESTED PHRASES TO MAINTAIN CONFIDENTIALITY

- I am not at liberty to say.
- I am sorry, that information is confidential.
- I am not sure.
- I don't know.
- I only see the student in class.
- I don't know the student personally.
- I am not able to discuss that information.
- I can't answer that question, but I would be happy to interpret if you would like to ask the student directly.
- The student could probably answer that better than I could.
- The RCD could probably answer that question for you. Let me give you their phone number.
- I am sorry; I am not able to step out of my role of interpreting during class time.
- If you have concerns you would like to address concerning the interpreter in your class you might want to talk to the RCD. Let me give you their phone number.

ADDENDUM B - INTERPRETER EVALUATION FORMS (BY STUDENT)

Interpreter Evaluation For _____ Date _____

Professionalism

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Arrives to assignments on time (or as scheduled) | 1 | 2 | 3 | 4 |
| 2. | Acts in a professional manner | 1 | 2 | 3 | 4 |
| 3. | Maintains confidentiality | 1 | 2 | 3 | 4 |
| 4. | Appropriately functions in team assignments | 1 | 2 | 3 | 4 |
| 5. | Maintains appropriate ethical boundaries and role | 1 | 2 | 3 | 4 |

Competency & Skill

- | | | | | | |
|----|----------------------------------|---|---|---|---|
| 1. | Knowledge of and skill with ASL | 1 | 2 | 3 | 4 |
| 2. | Adapts to my language needs | 1 | 2 | 3 | 4 |
| 3. | Accuracy of information conveyed | 1 | 2 | 3 | 4 |
| 4. | Overall skill | 1 | 2 | 3 | 4 |

Overall

Overall performance rating 1 2 3 4

Other Comments: