



# **DISABILITY SERVICES**



## **INTERPRETER HANDBOOK**

**East Tennessee State University  
Disability Services**

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Johnson City, TN 37614**

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## **DISCLAIMER**

Policies and procedures outlined in this handbook are in effect for the academic year listed on the cover. **Important:** *The policies listed in this handbook are subject to change. Changes will be publicized in supplements that will be mailed to interpreters listed in the Disability Services (DS) database and will also be available in Disability Services.*

## **ACKNOWLEDGMENTS**

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## **INTRODUCTION/WELCOME**

The interpreter plays a critical role in the success of students who are deaf. 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 and 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 Libby Tipton, Interpreter 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 ETSU and hope you will enjoy it as well.

## **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).

### **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 or office 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 ETSU, the established office is Disability Services and the ADA Coordinator is Ms. Linda Gibson. Ms. Gibson is located in the Disability Services office, Room 323, 3<sup>rd</sup> floor, D.P. Culp Center. The telephone number is 423-439-8346 (voice), 423-439-8370 (tdd), or (423) 218-1225 (vp).

### **The Americans with Disability Act (ADA)**

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four 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.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and Title II and III address private entities, and miscellaneous items are addressed under Title V and Title IV.

## **The ADA in Relation to Section 504 of the Rehabilitation Act**

Institutions that receive federal funds (such as ETSU) 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.

## **DOCUMENTATION OF DISABILITY**

ETSU requests students notify Disability Services of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to Disability Services prior to arrangements for special accommodations. A letter, written report or medical record from a professional (physician or audiologist) stating the student's disability and recommended accommodations is acceptable. All accommodations are discussed with Disability Services counselor(s) and the student, and in most cases with the respective faculty member(s) prior to or at the time the accommodation arrangements are implemented.

## **POLICIES AND PROCEDURES**

### **Hiring Procedure**

Since the State of Tennessee does not have a formal Quality Assurance Screening Test; ETSU has established procedures for screening, hiring, and scheduling sign language interpreters. **All** contract interpreters must successfully complete a screening process prior to employment at ETSU.

Interpreters provided by agencies will not be required to complete the screening process prior to employment because it will be presumed that the agency has taken the interpreter's qualifications into consideration when filling the request. However, if an interpreter holds any professional interpreter certifications, a copy is requested for the Disability Services office.

### **Preferred Qualification Criteria**

- RID or NAD certification  
and/or
- Graduate of Interpreter Training Program
- Two years of professional interpreting experience in higher education setting highly preferred

### **Minimum Qualification Criteria:**

- High school diploma or GED plus two years professional interpreting experience  
and
- Successful completion of a proficiency screening conducted by Disability Services

Agency interpreters will not need to provide a letter of interest or a resume; however, a video tape for review is required. Contract interpreters should send ETSU a letter of interest, a current resume, and a video tape for review to:

Libby Tipton  
 Interpreter Coordinator  
 Disability Services  
 East Tennessee State University  
 PO Box 70605,  
 Johnson City, TN 37614

## **Pay Scale**

ETSU utilizes the same pay scale used by Vocational Rehabilitation Services. As a state institution, ETSU does not pay mileage or two hour minimums for regular interpreting assignments lasting more than two weeks. However, if less than a 24-hour notice is given, ETSU will pay a one hour minimum.

The current pay rates range from \$23 per hour for non-certified interpreters to \$30 per hour for RID/NAD certified interpreters. The rate of pay can be modified depending on the nature of the assignment or timing of the request. Any modification to the pay rate will be negotiated on a case-by-case basis prior to the assignment. Theatrical performances are examples of activities that may require a modification to the standard policy. For this type of activity, the interpreter will be allowed to charge for some preparation time. In most cases, the typical rate for preparation time allowed will be one additional hour—for example, two hours actual performance time plus one hour of preparation time—for a total charge of three hours interpreting time allowed. There are exceptions where more time is necessary. Again, these cases will be negotiated prior to the assignment.

Decisions concerning modification of pay rates are made by the Director of Disability Services with the recommendation of the Interpreter Coordinator. It is expected that this exception to standard procedure will be rare.

Increases in pay rate due to the interpreter successfully achieving a higher certification level will be implemented at the beginning of the next pay cycle. The interpreter coordinator must first be provided with written confirmation from the testing organization.

## **Timesheets and Logsheets**

Timesheets are due on the date listed in the chart at the back of this booklet. Due to recent changes in ETSU policy, any timesheet that is late will be processed the following pay period. Interpreters are responsible for ensuring that timesheets are correct and that corresponding notices concerning any schedule changes have been sent via email to the interpreter coordinator. **Again, late timesheets will not be processed until the next pay period.**

## **Evaluations**

All interpreters should anticipate a “real-time” evaluation of their skills in a spontaneous classroom observation by the Interpreter Coordinator during the semester. Written feedback will be provided to the interpreter (and the agency, when appropriate) following the classroom assessment.

Several evaluations will be disseminated during the semester: student evaluation of the interpreter, faculty evaluation of the interpreter, and interpreter evaluation of the semester. Student and faculty evaluations will assist you in identifying strengths and areas for improvement. Student evaluations will be administered at the end of each semester unless a complaint has been received. Faculty evaluations will be administered near the end of each semester. Disability Services will attempt to provide evaluation summaries in a timely manner. Interpreter evaluations of the semester are an opportunity for the interpreter to give Disability Services feedback about the semester. These evaluations will be administered to interpreters near the end of each semester.

To help all of our interpreters continue to develop their professional skills, Disability Services has collected a number of videos, books, and other preparation materials available for use in a lab setting. (omitted check out option) In addition to materials designed to help interpreters develop their classroom interpreting skills, preparation materials for ETSU’s screening process, RID Certification, and Educational Interpreter Evaluation will also be available. Interpreters are urged to utilize these materials during down time on campus.

All materials must be signed out in the main Disability Services office and taken to the designated location. These items must also be returned in a timely manner and in good condition. A replacement charge will be assessed for materials that are lost or damaged due to misuse.

## **Student Complaints**

Whenever DS receives a student complaint concerning an interpreter, a classroom assessment will be conducted, when warranted, by the DS Interpreter Coordinator. The interpreter will be provided with written feedback and given an opportunity to resolve the matter. If the interpreter has been provided by an agency, the agency will receive a formal request for the interpreter to participate in the established screening process. When necessary, a face-to-face meeting will be arranged with the director of Disability Services, the interpreter coordinator, the student, and the interpreter involved.

## **Due Process**

As stated above, if Disability Services receives a complaint about an interpreting situation from students, faculty or staff, the interpreter involved will meet with the Interpreter Coordinator. If a complaint about the same problem is reported more than once, the interpreter involved will meet with the Interpreter Coordinator and the Director of Disability Services. If this specific complaint continues, the decision may be made to terminate the interpreter’s services.

## Ethics and Confidentiality

Interpreters are expected to adhere to the RID Code of Ethics. They are to provide interpreting services to the best of their ability and not allow personal feelings to interfere in the interpreting process. It is recommended that interpreters not fraternize with students outside of the campus. However, if interpreters do socialize with students outside of the campus, it is expected that all information about interpreting assignments be kept confidential, regardless of how inconsequential the information may seem. For reference, the RID Code of Professional Conduct, adopted in July 2005, is Addendum A of this handbook. See Addendum B for suggested phrases to maintain confidentiality.

## Assignment Criteria and Scheduling

Class schedules are made by the Interpreter Coordinator before the semester begins. In working out the schedules, the Interpreter Coordinator will contact interpreters who have met ETSU's hiring criteria in order to determine the interpreter's availability for assignment. 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 Interpreter Coordinator.

Some classes, because of 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 Interpreter Coordinator of this situation. At the discretion of the Interpreter Coordinator, it will be decided if it would be best to alternate the two interpreters or to keep only one interpreter.

The Interpreter Coordinator will answer any questions interpreters may have. The interpreter's schedule will tell the time, place, and type of class to be attended. This schedule will be the same for the entire semester but is subject to change by the Interpreter Coordinator. Any questions, problems, or concerns interpreters may have about scheduling should be discussed with the Interpreter Coordinator, preferably before the semester begins.

**Disability Services has no control over students adding, dropping, or withdrawing from classes.** Scheduled hours could change at any time. Whenever feasible, the Interpreter Coordinator will provide interpreting services for non-VR supported students. If a contract interpreter is providing services for a non-VR student, and changes occur in the Interpreter Coordinator's schedule allowing the Interpreter Coordinator to take over the contracted class, a one-week notice will be given and the contract interpreter will then be released. These replacements will in no way reflect negatively on the contract interpreter.

**Only assignments that are scheduled and approved through Disability Services will be paid.** A student may ask an interpreter if s/he is available, but the interpreter must be given the assignment through Disability Services. Disability Services maintains the right to move interpreters within their scheduled time. An interpreter request form must be provided to the interpreter coordinator by the student or campus representative prior to the event.



## **Preparing for Classes**

Interpreters are encouraged to prepare for class by reviewing the materials and reading the text the class is using. A copy of the text may be requested from Disability Services on a loan basis. If an extra copy of notes is available, the interpreter should utilize them to assist in class preparation and acquisition of subject knowledge.

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. Technical sign language books are available in the DS office upon request. Consulting with the interpreter coordinator is also recommended.

## **Attendance and Punctuality**

### **Interpreter Responsibilities**

If a student has not shown up for a class, the interpreter is required to wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes. To minimize class disruptions, the interpreter should wait outside the classroom until the student arrives. After waiting the allotted time, the interpreter may leave.

The interpreter should immediately report the schedule change to all three DHH staff via email: Libby Tipton ([tiptone@etsu.edu](mailto:tiptone@etsu.edu)), Jenny Page ([pagej@etsu.edu](mailto:pagej@etsu.edu)), AND Graduate Assistant Mary Menner ([dsterps@etsu.edu](mailto:dsterps@etsu.edu)). One of the staff will reply with further instructions or reassignment. The interpreter should not leave campus until this reply is received. The interpreter should then update the current log sheets and/or time sheet.

If the student wishes to attend the latter part of a class after the interpreter has left and DS has been notified of such, upon approval by the interpreter coordinator, the interpreter will be required to interpret the remaining class time. This should only happen on rare occasions.

Interpreters are not to bill for assignments when a 24-hour notice of cancellation has been given. Announcements in class are considered 24-hour notice. In daily classes, the day before is considered 24-hour 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. Also, any notices given by the DS office before 5 p.m. the day before will be considered as a 24-hour notice.

If 24-hour notification is not possible, the interpreter will be paid for the assignment. However, if a documented good-faith effort to contact the interpreter at least 24 hours in advance is made and Disability Services is still unable to contact him/her, the interpreter will not be paid for the assignment.

For evening classes, the interpreter is free to leave after waiting the required time. Students and interpreters may consider exchanging phone numbers (if both agree) so that students may notify interpreters of an absence prior to class. However, this does not negate the responsibility of both parties to email the interpreter coordinator immediately of the change in schedule.

The interpreter will arrive on time for all assignments. Interpreters should notify Disability Services as soon as possible in the event he/she will be absent from an assignment. Repeated absences or habitual tardiness is considered grounds for dismissal.

**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 his/her schedule allows. If the interpreter has another class or assignment s/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 s/he has to leave and inform the Interpreter Coordinator of the situation.

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

### **Student Responsibilities**

Students are responsible for getting to their classes on time. Students should be aware that interpreters are required to wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes. Students are responsible for notifying Disability Services by 12:00 noon at least one day prior to missing class (except in the case of an emergency). Students must contact DS by emailing both Libby Tipton ([tiptone@etsu.edu](mailto:tiptone@etsu.edu)), Jenny Page ([pagej@etsu.edu](mailto:pagej@etsu.edu)), AND the DHH graduate assistant Mary Menner ([dsterps@etsu.edu](mailto:dsterps@etsu.edu)). Although students may exchange phone numbers with interpreters for convenience, it is *still* the responsibility of the student to contact Disability Services. **Failure to attend class without notifying Disability Services may result in the discontinuation of services.** After the third occurrence within a two week period, the student is required to make an appointment with the Interpreter Coordinator to discuss reinstatement.

For interpreter requests outside of regularly scheduled class times, students are to complete the Interpreter Request Form two weeks prior to the event (or as soon as they are aware of the need).

Students should discuss any problems with interpreting services directly with the interpreter before coming to talk to the interpreter coordinator.

### **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.** However, 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 completing an interpreter substitution form. The interpreter substitution request must be received by Disability Services at least four (4) full business days in advance. At that time, Disability Services will be responsible for finding a substitute. Any request received with less than four (4) business days' notice will be considered a "last minute request" and may not be approved.

### **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 until after the assignment is complete.

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 one will interpret on a given test day (e.g., alternating days or one interpreter taking all test days). When a staff interpreter is in the class, the staff interpreter will interpret on test days unless otherwise arranged.

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 Interpreter Coordinator. Interpreters should only bill for time worked.

If a class is longer than an hour and 20 minutes and there is no team interpreter, the interpreter may then request to take a break. The Interpreter Coordinator will clarify this with the instructor and the interpreter.

### **Appearance**

Although there is no formal dress code, interpreters should follow the RID code of ethics regarding appropriate and professional attire. Interpreters should dress in a manner that is consistent with the general dress of professional staff on campus. This does not include sweats, shirts with holes, mini-skirts, mini-shorts, and jeans that are worn out, have holes or are frayed in any manner. Some classes may require special consideration, and interpreters should dress accordingly (e.g. scuba diving, marine biology, ceramics, etc.). An interpreter should wear clothes that contrast skin color and are not distracting to the student.

### **Interpreting Smocks Available**

Interpreting smocks in a variety of sizes are available in Disability Services. These smocks are for the interpreter's convenience and should be used whenever clothing inappropriate for interpreting has been worn. Clothing should be of a solid color that is contrasting to the interpreter's skin tone. When it is not, the interpreter may check out one of these smocks in the office. The laundered smock should be returned within 72 hours.

## **Pagers, Cell Phones and other Wireless Devices**

Interpreters should take care of personal business at times other than when on assignment. Because pagers, cellular phones, and other wireless devices interfere or distract from fluency in interpreting, the interpreter is expected not to utilize these devices during an assignment. All devices should have audible rings and beeps turned off. If the interpreter is team interpreting or has a short break, s/he may want to check the number during this time. However, responding to calls or pages during an assignment is not permitted.

## **Messages/Exchange of Information**

In Disability Services, each interpreter has a notebook where timesheets, log sheets, and vital information such as school mail, memos, possible schedule changes, and any non-emergency phone messages are kept. It is very important that interpreters check their file every day.

In case of an emergency phone call, every possible effort will be made to contact the interpreter on campus. Therefore, it is important that Disability Services be informed of any schedule changes or cancellations and any changes in contact information.

## **Interpreter/Student Interaction**

Interpreters should not have personal conversations with deaf students or other students during class time. Visitation should be done before and after the class. If a student (non-deaf) asks for information about what an interpreter is doing, the interpreter should let the student know s/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 regarding the student who is deaf, providing only general information.

In addition, interpreters should exercise discretion 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 student's class work and original ideas. As a result, the work provided would not belong 100% to the student. (Refer to Addendum A)

## **Freelance Interpreting**

ETSU does not have exclusive contracts with any interpreters or agencies. Contract interpreters who accept assignments from ETSU may contract with outside agencies as long as such appointments do not conflict with regularly scheduled assignments on campus and do not present any problems with conflict of interest. Conflict of interest will be determined at the discretion of the interpreter coordinator.

## Inclement Weather

If the weather appears hazardous, please refer to the inclement weather policy for ETSU. Assignments canceled due to inclement weather may or may not be reimbursed.

## Staff Meetings

Orientations will be held at the beginning of each semester. **Additional meetings will be scheduled throughout the semester. These meetings are mandatory for any interpreter who wishes to maintain a schedule of interpreting classes.** The interpreter will be compensated for these meetings.

There may be times when it is also necessary for the interpreter to meet individually with Disability Services staff. Attendance at these meetings is mandatory and part of the interpreter's responsibility while working for ETSU. There will be no compensation for these meetings; however, they will usually be brief. Reasons for meetings might include, but are not limited to, discussion of performance; meeting between student, interpreter, and Disability Services staff; or discussion of schedules for upcoming semester. Disability Services will attempt to schedule these meetings at a time that is convenient to both Disability Services and the interpreter.

## Other Interpreting Assignments

During the semester, there will be opportunities to interpret for extracurricular events such as concerts, plays, dorm meetings, tutoring, and lectures. As requests come in, the Interpreter Coordinator or delegated staff will contact interpreters to determine who is available. If an assignment is accepted for which an interpreter has to return to campus within the same day, a two hour minimum will be given.

All interpreter requests for anything outside of regularly scheduled classes should go through Disability Services. **Only assignments that are scheduled and approved through Disability Services will be paid.** We need to know about scheduled extracurricular activities for several reasons: statistics for funding and to lessen the chance of double-booking of interpreters. Students should be aware of this procedure and be encouraged to comply with policy.

## Workshops

Disability Services at ETSU promotes higher learning opportunities not only for students, but for interpreters as well. All interpreters are encouraged to pursue certification and continue professional development by involvement with local, state and national organizations that support the profession of interpreting. Information about local, state and national workshops is maintained by the Interpreter Coordinator and is available to all ETSU interpreters.

Interpreters are encouraged to attend all campus-wide staff development activities and to take advantage of any professional development opportunities offered at ETSU. Full-time interpreters are expected to attend workshops, in-service training and events hosted by the program. Interpreters are encouraged to attend other professional seminars, workshops and conventions sponsored by agencies outside the university.

Nationally certified interpreters are expected to maintain their certification through participation in the RID/NAD Certification Maintenance Program. All other interpreters are expected to maintain their state-level certification (if applicable) and acquire national certification as soon as possible. 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.

## **Health Tips**

Interpreters are encouraged to maintain good health habits on a routine basis. Attention to diet, exercise, and positions when seated or standing can help prevent syndromes associated with overuse (such as cumulative trauma disorder, carpal tunnel syndrome, tendonitis, etc.).

Just as an athlete warms up before engaging in physical activity and cools down afterward, interpreters should physically prepare themselves with simple exercises for a few minutes before interpreting, during the day, and at the end of the day. One such exercise involves gently moving each wrist up and down and from side to side. Another is a handshake exercise, to be done with a partner. Another suggestion is to squeeze a soft tennis ball, or manipulate Silly Putty. When seated for interpreting, the interpreter should sit straight in the chair. It is recommended that interpreters should not cross their legs. This helps prevent stress on the back and shoulders. Other interpreters have suggested that prior to interpreting in a cold classroom, one should run hands under warm water, or a hand dryer. Wearing thin gloves (liners) before interpreting can also be effective.

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## **ADDENDUM A**

### **Code of Professional Conduct (Adopted by RID and NAD in July 2005)**

(The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in the Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behaviors.

The tenets of the Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. The code provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive, but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

When in doubt, one should refer to the explicit language of the tenet. If further clarification is needed, questions may be directed to the national office of the Registry of Interpreters for the Deaf, Inc.)

#### **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.

For a full version of the Code of Professional Conduct, visit the RID website at:  
<http://www.rid.org/codeofethics.pdf>

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**ADDENDUM B****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.
- Disability Services 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 Disability Services. Let me give you their phone number.

## **ADDENDUM C**

### **GLOSSARY OF TERMS**

**ADA-** Americans with Disabilities Act (Pub. L. No. 101-336) is the law that protects persons with disabilities.

**Age at onset-** The age at which a person's hearing becomes impaired.

**ALD and ALS-** Technical tools to assist hard of hearing people with or without a hearing aid. They bring the speakers voice directly to the ear. They help overcome the problems of distance and surrounding noise.

**ALD-**Assistive Listening Device for personal use.

**ALS-**Assistive Listening System for groups of people.

**Amplification-** The use of hearing aids or any other mechanics used by a person with a hearing impairment to amplify sound.

**Amplified Phone-** Phones equipped with volume controls on the handset.

**ASL (American Sign Language)** – A natural visual-gestural language with syntax, structure, and grammar rules different from English.

**Audiogram-** A graph used to record the results of a hearing evaluation.

**Audiology-** The science of hearing, including the evaluation of hearing impairments and the rehabilitation of people with hearing impairments.

**Closed-Captioning Decoder** – A device which allows closed captioning to be seen on a television screen.

**Compatible Phone-** A phone which generates an induction signal that can be picked up by a hearing aid telecoil. Federal law requires that all corded phones sold in the United States must be hearing aid compatible.

**Conductive hearing loss-** The loss of sound sensitivity produced by abnormalities of the outer and /or middle ear.

**Cued Speech** – The use of handshapes and placements around the mouth to aid in the recognition of spoken words – used in some parts of the country extensively, and not much in other areas.

**Cued Speech Transliterater** - Transliteraters translate from spoken language to the visual mode of communication Cued Speech. Transliteraters provide real-time access to all information occurring in the classroom.

**Cumulative trauma Disorder** – A painful physical condition, such as Carpal Tunnel Syndrome, that is caused by overuse and repetitive motion without sufficient breaks for resting.

**Deaf person-** One whose hearing loss makes it impossible for him/her to understand speech with or without the use of hearing aids.

**Decibel-** A unit for expressing the intensity (loudness) of sounds.

**Degree of hearing loss-** The extent of hearing impairment usually categorized as “slight”, “mild”, “moderate”, “severe”, or “profound”.

**Dual Party Relay-** Three way telephone access system linking Deaf and Hard of Hearing callers using an agent who has access to both parties.

**Etiology of hearing loss-** The cause of a hearing loss.

**Frequency-** It is the subjective impression of highness or lowness of a sound (pitch).

**Hard of hearing person-** One whose hearing loss makes it difficult, but not impossible, for him/her to understand speech with or without the use of hearing aids.

**Interpreter-** A trained professional, fluent in both English and American Sign Language, who is bound by a code of ethics to facilitate communication between deaf and hearing persons.

**Notetaker** – a person, typically a student in the class, that takes notes and provides them to the student with a disability. Notes include lecture information, diagrams and notes from class as well as threads of class discussions.

**Open Caption** – Text that appears on the television screen that conveys the spoken information – does not require a decoder.

**Oral Interpreting** – A form of interpreting in which the interpreter mouths without voice what is being said so the person who is deaf or hard of hearing can speechread more easily.

**Real Time Captioning-** Captioning that is provided simultaneously as a spoken word using a computerized software program.

**Residual Hearing-** Any usable hearing that a person may have.

**RID** – Registry of Interpreters for the Deaf, the organization responsible for testing and certifying interpreters, and the formation of the Code of Ethics.

**Section 504-** Section 504 is part of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended). It protects the civil rights of people with disabilities in many environments including college settings.

**Sensorineural hearing loss-** The loss of sound sensitivity produced by abnormalities of the inner ear or the eighth cranial nerve pathway beyond the inner ear to the brain.

**Speechreading (also known as lipreading)**–The process of watching a person’s mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies

from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English. Other factors can include the amount of light and the noise level of the environment.

**“T” Switch-** A switch on a hearing aid that is compatible with telephone use, allowing the user to cut off all competing sounds.

**Tactile Interpreting** - A form of interpreting with individuals who are deaf-blind which involves them receiving information by placing their hands on the interpreter’s hands during the interpretation.

**TTY formerly TDD-** A Telecommunications Device for the Deaf, used by those who cannot communicate on the phone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read. A TDD must connect with another TDD or a computer. The transmission is with a special coding call Baudot.

**Type of loss-** The nature of a hearing impairment, usually classified as “conductive”, “sensorineural”, or “mixed”.