Sign Language Interpreter Handbook

Lincoln Land Community College Accessibility Office

Updated June 2014
**Introduction**

Lincoln Land Community College (LLCC) is committed to providing postsecondary educational opportunities. In addition, the college creates a comprehensively accessible environment where individuals are viewed on the basis of ability, not disability, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Accommodations are made to assure that qualified students with disabilities have equal access to all institutional programs and services. This handbook will offer guidelines, clarify expectations, and outline responsibilities for the working interpreter at LLCC.

This handbook should not be considered exhaustive or complete and should not be construed to be a binding agreement between interpreters and LLCC. The college also may modify the information in this handbook at any time.

**Contact Information**

Lincoln Land Community College  
5250 Shepherd Road  
PO Box 19256  
Springfield IL 62794-9256

(217) 786-2200 v – Main Switchboard  
(217) 786-2828 v – Accessibility Professional  
(217) 786-2869 v – Accessibility Program Assistant  
(217) 786-2798 TTY – Accessibility Office  
[accessibility@llcc.edu](mailto:accessibility@llcc.edu) - Email

**Certification**

LLCC requires all interpreters to be registered with the Illinois Deaf and Hard of Hearing Commission (IDHHC). Pay is based upon the level of certification and corresponds with the base daytime hourly rate determined by the Division of Rehabilitation Services. Any changes in certification levels need to be updated with LLCC’s Accessibility Office and IDHHC. A copy of current licensure must be on file in the Accessibility Office.

**Assignments**

Interpreters are offered assignments based on, but not limited to, student preference, interpreter skill, course content/knowledge base, interpreter availability, and personality compatibility.

Prior to the first day of class, instructors receive a packet from the Accessibility Office outlining how to teach students who are hard of hearing, working with an interpreter, and other access related papers. The first day of class interpreters should arrive early and introduce themselves to the instructors so that any questions they may have can be addressed prior to class. When the student arrives, the interpreter should discuss the particulars of the assignment. This will help ensure more open and effective communication.
TEAM INTERPRETING

The Registry of Interpreters for the Deaf, Inc. (RID) Standard Practice Paper (SPP) provides a framework of basic, respectable standards for RID members’ professional work and conduct with consumers. This paper also provides specific information about the practice setting. This document is intended to raise awareness, educate, guide and encourage sound basic methods of professional practice. The SPP should be considered by members in arriving at an appropriate course of action with respect to their practice and professional conduct.

It is hoped that the standards will promote commitment to the pursuit of excellence in the practice of interpreting and be used for public distribution and advocacy.

About Team Interpreting

Team interpreting is the utilization of two or more interpreters who support each other to meet the needs of a particular communication situation. Depending on both the needs of the participants and agreement between the interpreters, responsibilities of the individual team members can be rotated and feedback may be exchanged.

The decision to use a team rather than an individual interpreter is based on a number of factors, including, but not limited to:
- length and/or complexity of the assignment,
- unique needs of the persons being served,
- physical and emotional dynamics of the setting,
- avoidance of repetitive stress injuries (RSIs) for interpreters.

An interpreter who is hearing may sometimes team with an interpreter who is deaf, called a certified deaf interpreter (CDI). (See CDI Standard Practice Paper for additional information.)

The Team Process

All team members are actively engaged in the process. They may be providing direct interpretation services, actively working between the two languages or functioning in a supporting role. This support is necessary to enhance the team’s performance and assure accurate communication takes place and may include:
- monitoring the overall setting
- assuring appropriate and timely transitions
- supporting/cueing other team members as needed.

At times, more than one team of interpreters may be needed. Some factors determining the number of interpreters needed are:
- size of the audience
- setting
- communication preferences of presenter(s) and audience type and interactivity of presentation
- special communication needs of those in attendance (including, but not limited to, the need for tactile, oral or close visual range interpretation)
- dynamics of the scheduled events (concurrent sessions, off site tours, etc.)
Professionalism

While LLCC has no formal dress code, interpreters shall dress in a professional manner that is appropriate to the situation. Interpreters should wear clothes that contrast with their skin tones and are not distracting to the eye.

Interpreters shall follow the *Code of Professional Conduct* as outlined by the Registry of Interpreters for the Deaf.

NAD-RID Code of Professional Conduct

Scope

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 this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behavior.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document 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, the reader 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. This Code of Professional Conduct is sufficient to encompass interpreter roles and responsibilities in every type of situation (e.g., educational, legal, medical). A separate code for each area of interpreting is neither necessary nor advisable.

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.

The full Code of Conduct can be found at [www.rid.org](http://www.rid.org).
Compensation

Interpreters shall fill out time sheets bi-monthly according to the payroll deadline dates set by the Accessibility Office. LLCC does not honor the 2-hour minimum standard as set by the general interpreter community. Interpreters should round time up to the nearest fifteen minute increment. For example, the interpreter will bill one full hour for a class scheduled for 50 minutes. Likewise, a two hour and fifty minute class will be billed at three hours.

Timesheets received late will not be processed until the next payroll. Also, time sheets filled out incorrectly or turned in unsigned will be returned to the interpreter unprocessed. Time sheets must accurately reflect the interpreter’s work; misrepresenting time worked is considered stealing and can result in immediate action, possibly including termination of services. Checks may be picked up on payroll dates in the Human Resource office (located in Menard Hall) from 9:00am until 3:00pm. After 3:00 pm they will be mailed to the address on file.

Mileage

Mileage will be reimbursed when the interpreter travels for a distance greater than 20 miles each direction, unless otherwise stated. The rate for reimbursement follows LLCC standards that are set each fiscal year. A mileage reimbursement form must be correctly filled out and turned into the Accessibility Office by the posted payroll due dates in order to ensure timely pay.

*Note: Mileage form and time sheets are due at the same time.* Dates on mileage forms must correspond with the dates on the accompanying time sheets. Payroll processes mileage checks separate from regular checks and they are sent directly to the payee; they cannot be picked-up.

Assignment Cancellations

Occasionally students withdraw or drop from a class. LLCC is not under any obligation to continue providing interpreters with the same amount of hours they were working before the student dropped. In addition, any cancellations with more than a 24-hour notice will not be paid.

Substitutions

If the interpreter is in need of a replacement for a day of work, the interpreter is responsible for his or her own substitute. The skills of the substituting interpreter should be equal or above that of the original interpreter. The substituting interpreter should be an approved substitute through the Accessibility Office. The interpreter also must notify the Accessibility Office who will be substituting. If a substitute is needed for several classes during the semester, the interpreter must notify the Accessibility Office prior to finding a replacement. The Accessibility Office can aid interpreters in finding a replacement, though interpreters are encouraged to find their own sub.
College Closings

College closings will be announced on all major local radio and television stations, as well as the LLCC website. Interpreters also are encouraged to sign up for LLCC Connect, which provides text message notifications in the event of college closings. Per LLCC policy, interpreters are not paid for assignments cancelled due to college closings.

Evaluations

During the semester students may fill out a voluntary evaluation form. The evaluation consists of questions related to their interpreters, copies of lecture notes, and general services. The results of this evaluation are meant to improve services for students who are deaf and are utilized to discuss general and specific issues when necessary.

Questions & Answers

What do I do if my student is late or fails to appear?
Interpreters and students are encouraged to discuss ways to contact each other in the event of last minute changes. If the class has started and the student has not appeared or contacted the interpreter, the interpreter shall wait outside the classroom for the student to show. LLCC’s minimum recommended wait time is 15 minutes.

How do I get a copy of the textbook for a class?
Contact the Accessibility Office and request a copy of the textbook. It must be returned prior to the week of finals in the same condition, or the interpreter can be liable for the cost of the book.

What do I need to do during final exam week?
LLCC’s finals are on a different schedule than normal class times. The interpreter is responsible for obtaining a copy of the final exam schedule and attending the final with the student. Should there be a conflict of time, notify the Accessibility Office immediately for a substitute.

How do I find the location of the class?
Prior to the start of the class the Accessibility Office will provide the interpreter with the room numbers for each of the classes he/she will be interpreting.

What happens if the class changes locations?
Notify the Accessibility Office with any changes to the class location. In the event that a substitute is needed, the substitute can be directed to the correct place.

What happens if the interpreter is late?
Consistency through the semester is important. Chronic tardiness will not be tolerated. The tardiness or absenteeism of an interpreter can have an adverse effect on the student’s performance. Such a lack of commitment can impact the interpreter’s placement in present and future assignments.