INTERPRETER HANDBOOK

For the Short-term Peak Interpreting Pool

ACCOMMODATION & INTERPRETING SERVICES
OHLONE COLLEGE
# TABLE OF CONTENTS

*Please note: The topics featured in the table of contents is not a complete list of all the information provided in this handbook. It is a selection of the most popular topics with links for quick reference.*

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>PAGE 1</td>
</tr>
<tr>
<td>Code of Professional Conduct</td>
<td>Page 2-7</td>
</tr>
<tr>
<td><strong>DEPARTMENT PROCEDURES</strong></td>
<td>PAGE 9 - 12</td>
</tr>
<tr>
<td>Assignments</td>
<td>Page 9</td>
</tr>
<tr>
<td>Uncaptioned media</td>
<td>Page 9</td>
</tr>
<tr>
<td>Communication</td>
<td>Page 10</td>
</tr>
<tr>
<td>Absences</td>
<td>Page 10</td>
</tr>
<tr>
<td>Time Sheets</td>
<td>Page 10</td>
</tr>
<tr>
<td>Class Cancelations &amp; Drops</td>
<td>Page 11</td>
</tr>
<tr>
<td>Holidays</td>
<td>Page 12</td>
</tr>
<tr>
<td><strong>DEPARTMENT POLICIES</strong></td>
<td>PAGE 13-15</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Page 13</td>
</tr>
<tr>
<td>Parking</td>
<td>Page 13</td>
</tr>
<tr>
<td>Student Tardiness</td>
<td>Page 14</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Page 15</td>
</tr>
<tr>
<td>Team Interpreting</td>
<td>Page 15</td>
</tr>
<tr>
<td><strong>USEFUL INFORMATION</strong></td>
<td>PAGE 16-18</td>
</tr>
<tr>
<td>Fremont Campus Map</td>
<td>link to website</td>
</tr>
<tr>
<td>Newark Campus Map</td>
<td>link to website</td>
</tr>
<tr>
<td>Room Numbering System</td>
<td>Page 16</td>
</tr>
<tr>
<td>Important Contact Information</td>
<td>Page 17</td>
</tr>
<tr>
<td>Short-Term Peak Classifications and Pay Scale</td>
<td>Page 18</td>
</tr>
</tbody>
</table>
INTRODUCTION

The guidelines set forth in this handbook describe the role and responsibilities of an Educational Interpreter employed by Ohlone College. The Interpreter’s primary function is to facilitate communication between the students, staff and faculty of Ohlone College. This handbook outlines the policies and procedures for Interpreters employed by Ohlone. It is every Interpreter’s responsibility to be familiar with these guidelines and follow them.

Sign Language Interpreters report to the Interpreting & Accommodation Services Department. The office is located in Rooms 7122 and is open Monday through Friday, 8:00 a.m. to 5:00 p.m.; however, the director is available by cellphone/text message anytime 24 hours a day, 7 days a week. The Interpreting & Accommodation Services Department is always open during the day to relax between classes and during break times. The office has a room available for case conferencing, places to store personal items, and the department staff can provide access to the staff lounge, which has a refrigerator, microwave, and filtered water. Computers and telephones are available for checking emails and voicemail messages.

PROFESSIONAL CONDUCT

As it is necessary to have a framework for judging appropriate conduct, Ohlone College Accommodation Services & Interpreting has adopted the Registry of Interpreters for the Deaf, Inc. (RID) Code of Professional Conduct. Interpreters are responsible for knowing and adhering to the Code of Professional Conduct. We ask that the Captioners also adhere to these guidelines. Designed to protect both the interpreter and the deaf student, these principles are invaluable to our profession. The full Code of Professional Conduct is printed here for your convenience.

CODE OF PROFESSIONAL CONDUCT

National Association of the Deaf (NAD) & Registry of Interpreters for the Deaf, Inc. (RID) ©2005

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 behaviors.

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.
PHILOSOPHY

The American Deaf community represents a cultural and linguistic group having the inalienable right to full and equal communication and to participation in all aspects of society. Members of the American Deaf community have the right to informed choice and the highest quality interpreting services.

Recognition of the communication rights of America’s women, men, and children who are deaf is the foundation of the tenets, principles, and behaviors set forth in this Code of Professional Conduct.

ADOPTION OF THIS CODE OF PROFESSIONAL CONDUCT

Interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf voted to adopt this Code of Professional Conduct, effective July 1, 2005. This Code of Professional Conduct is a working document that is expected to change over time. The aforementioned members may be called upon to vote, as may be needed from time to time, on the tenets of the code.

The guiding principles and the illustrative behaviors may change periodically to meet the needs and requirements of the RID Ethical Practices System. These sections of the Code of Professional Conduct will not require a vote of the members. However, members are encouraged to recommend changes for future updates.

FUNCTION OF THE GUIDING PRINCIPLES

It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. The driving force behind the guiding principles is the notion that the interpreter will do no harm.

When applying these principles to their conduct, interpreters remember that their choices are governed by a “reasonable interpreter” standard. This standard represents the hypothetical interpreter who is appropriately educated, informed, capable, aware of professional standards, and fair-minded.

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.
APPLICABILITY

A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.

B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.

C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

DEFINITIONS

For the purpose of this document, the following terms are used:

Colleagues
Other interpreters.

Conflict of Interest
A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers
Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.
2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
• 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

• 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

• 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

• 3.7 Disclose to parties involved any actual or perceived conflicts of interest.

• 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

• 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

• 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:

• 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

• 4.2 Approach consumers with a professional demeanor at all times.

• 4.3 Obtain the consent of consumers before bringing an intern to an assignment.

• 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:

• 5.1 Maintain civility toward colleagues, interns, and students.
• 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

• 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

• 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

• 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

• 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

• 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

• 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

• 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

• 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

• 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

• 6.7 Render pro bono services in a fair and reasonable manner.

• 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.
Illustrative Behavior - Interpreters:

- 7.1 Increase knowledge and strengthen skills through activities such as:
  - pursuing higher education;
  - attending workshops and conferences;
  - seeking mentoring and supervision opportunities;
  - participating in community events; and
  - engaging in independent studies.

- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.
ASSIGNMENT TO MASTER SCHEDULE

Prior to each semester, a call for availability is sent out to the general interpreting pool. Please respond to this email with your availability for the upcoming semester. When planning your availability, keep in mind that most college classes are scheduled either for Monday/Wednesday or Tuesday/Thursday pairings. You should also include information about your preferences regarding assignment type, needs, and specific skill strengths and weaknesses.

Assignment scheduling occurs prior to the first day of classes each semester and is subject to change. It is the responsibility of the Accommodation Services & Interpreting Director to assess the skills of the prospective Sign Language Interpreter. The director considers the following criteria for each assignment:

1. The interpreter’s skills, availability, background
2. The student’s preferred communication mode and background
3. Difficulty and/or length of the class
4. Student and/or interpreter personal preference

When scheduling, the goal is to match the Interpreter with the needs of the deaf student, teacher, and the subject. If at any time the Interpreter believes a mismatch has occurred, he/she is to report to the Director.

ADDITIONAL ASSIGNMENTS

Any additional class-related service needs other than the regularly scheduled class (i.e. field trips, conferences, special events, etc.) should be discussed with the Director. A Request Form must be filled out before an assignment will be approved. The Interpreter, if requested by the student or instructor, should not go on the assignment if a formal request has not been made in the appropriate manner, or without the Director’s knowledge and approval. Assignments that do not have prior approval for the Interpreting & Accommodation Services Department will not be paid.

SUBBING FOR OTHER INTERPRETERS

In addition to regularly assigned classes, an Interpreter may be called to fill in for a co-worker who is unable to cover a particular assignment. Interpreters do not need to find their own sub for their absence. Only the Director of the Interpreting & Accommodation Services Department or the Lead Interpreter may assign a substitute for an assignment. Please refer to Absences for more information.

UNCAPTIONED MEDIA

Department policy is for providers not to refuse interpret media in a classroom. You may provide the instructor with information about why interpreting of media is not effective. Inform the Director of Interpreting & Accommodation Services about the incident as soon as possible. Please include Class name in your email/text/voice message.
COMMUNICATION

Interpreting & Accommodation Services uses a variety of modes of communication: voice, VP, text, and email. Text messaging is the most common form of communication during assignments and urgent requests. Email is the most common form of communication for regular scheduling and advanced notice sub requests. Please contact the Director to exchange text numbers.

All employees of the Interpreting & Accommodation Services Department need to provide the Director with their preferred method of communication for the day of the assignment. Due to the variable nature of assignments, information may change such as room, time, or team. Every effort will be made to provide you with the most up-to-date information but there is no guarantee. You should communicate any changes to the assignment to the Director as soon as possible.

All substitute/one-time/special event requests will be sent out to the general pool by email. If you have availability and are interested in the assignment, you should respond to the email. Please note that responding to an email does not mean that you are guaranteed to the assignment until it has been confirmed by the Director.

ABSENCES

PLANNED ABSENCES

The Director must approve all substitute requests. Email a substitute request to the Director. Please note: at least 10 business days in advance is preferred.

EMERGENCY ABSENCES

In case of an emergency or illness, contact the Interpreting & Accommodation Services Department at (510) 659-6271 or email kwilmeth@ohlone.edu. Keep in mind that absences reported outside of office hours are being managed without access to the master schedule. When you report an emergency absence, you must include the following information for at least the first two impacted assignments: Class, Time of assignment, Room number, Team name.

NOTE: EXCESSIVE SUBSTITUTE REQUESTS MAY RESULT IN REASSIGNMENT AND/OR REDUCTION IN THE NUMBER OF HOURS ASSIGNED.

TIME SHEETS

The Director of Accommodation Services & Interpreting handles all billing for the Short-term Peak Interpreting pool through an electronic reporting tool. Contact the director if you wish to view the electronic version.

The director will send a confirmation of your total hours for the month via email during the last week of each month. If you agree with the total hours reported, there is no need to respond to the email. However, if the total number of hours sent to you does not match your records, you should email the Director as soon as possible to request a review of your timesheet. It is helpful if you include your record of hours for the month in question. Keep in mind timesheets must be submitted to payroll by the first of each month and all corrections must be reported before the 5th in order to be resolved with in the current pay period.
Payday for Short-term Peak/Temporary employees is on the 10th of each month. If the 10th is on a Saturday, checks are available on Friday. If the 10th is a Sunday, checks are available on Monday. You have two options for receiving your paycheck: direct deposit or having a hard copy mailed to your home address. Direct deposit is strongly encouraged. It requires a full pay cycle for the direct deposit processing to take effect. Therefore, you first check will be mailed to your home address.

**PAY RATES**

Hourly rates are based on experience, training, and certification. (See Appendix A)

**PREMIUMS**

Occasionally there are parameters of assignments that qualify for an additional premium added to the assignment. You must have pre-approval from the Director of Interpreting & Accommodation Services before a premium will be applied to your assignment.

**TRAVEL**

For assignments that occur on different campuses and the end time of the first and the start time of the next 1-hour or less in difference, 30-minutes of travel time will be applied to your schedule.

For off-campus assignments, mileage will be paid according to the current year’s IRS mileage rate. Contact Director for a mileage form.

**PREP**

Prep time is on a case-by-case basis and must be pre-approved by the Director of Interpreting & Accommodation Services.

**SOLO**

In the rare case that you are asked by the Director to work solo in a class that is more than 1 hour 25 minutes, it is possible you will be offered double time. This premium is paid on a case-by-case basis and can only be offered by the Director of Interpreting & Accommodation Services.

**CANCELATIONS AND DROPS**

**CANCELATIONS**

Please report all cancelations with advance notice to the Director of Interpreting & Accommodation Services. The department maintains a 24-hour cancellation policy. If your assignment is canceled with less than 24-hours’ notice, you will still be paid for the assignment.

**DROPS**

Drops are a normal occurrence in every semester. You will be notified as soon as the department has been officially notified and processed the drop in the master schedule. When an assignment drops off your schedule, you will be paid for one additional day as the final day of your assignment. Please note premiums will not apply.
HOLIDAYS

Holidays are not paid, unless the director has given you a special assignment. Please consult the current year academic calendar for specific dates when the college is closed.

PROFESSIONAL DEVELOPMENT

For professional growth, Sign Language Interpreters are strongly encouraged to join professional organizations and get involved in issues significant to the field of interpreting. Interpreters are encouraged to attend workshops, classes, or seminars that will help them improve their interpreting skills. Information about professional development opportunities will be posted in the Interpreting & Accommodation Services Department. Interpreters who learn of workshops or classes not posted are encouraged to bring this information to the Director to share with others.
DEPARTMENT POLICIES

PUNCTUALITY

Interpreters **must** be punctual. The interpreter should be on time or, preferably, a few minutes early. This is especially important on the first day of class or when substituting so you can introduce yourself to the instructor and deaf student(s). If for any reason the interpreter will be arriving late to the assignment, the office should be called immediately so the Director can inform the consumers and/or send someone to cover the class.

Travel between assignments is considered when building the master schedule. The Director should be informed as soon as either possible if travel between assignments, by foot or car, is an issue. The Director will work with the effected interpreters to resolve the issue.

PARKING

You can park on both Fremont and Newark Campuses in Staff and Student parking areas free of charge with the permit issued to you by the Interpreting & Accommodation Services Department. Please note that Campus Security does not waive tickets for Staff, Faculty, or Hourly employees. Parking enforcement starts on the first day of the semester; you are responsible for resolving all parking tickets you receive while working at Ohlone College. The director has no way to waive a ticket, even if you are running into the building for five minutes to pick up your parking permit. There are meters in Lot P you can use for short runs on campus.

You are responsible for the following:

- Bring your permit with you to every assignment;
- Always prominently display your permit by hanging from your rearview mirror;
- Park in the correct areas;
- **Retain your physical permit.** Do not destroy it at the end of the academic year. A renewal sticker will be issued in the Fall of each academic year for as long as you remain an active member of the Hourly Interpreting Pool.
- If you have forgotten your permit, you must purchase a $4.00 Daily EACH time you park on campus without your permit. Daily permits are valid until 11:59 pm on the day they are purchased and transferable between campuses. For more information regarding parking, visit the [Ohlone parking maps webpage](#).
STUDENT TARDINESS

Interpreters are expected to wait for a minimum of 15 minutes for any class. If the class is longer than 1 hour, an additional 10 minutes per class-hour of waiting time is expected. For example:

1-hour class: 15 minutes wait time;
1-hour 35-minute class: 20 minutes of wait time;
2-hour class: 25 minutes of wait time;
3-hour class: 35 minutes of wait time.

If students have not arrived after the requisite waiting time, you should contact the Director to ask for approval to be released from the assignment.

ASKING FOR CLARIFICATION

If a team has been assigned, the first preference is that you ask your team for clarification. However, sometimes it is necessary to stop the lecturer for clarification if the information is missed or if the interpreter falls behind. Remember, it is the deaf students’ right to receive all of the information from the discussion and lecture. The interpreter should be polite if he or she must interrupt the instructor. The interpreter should sign while asking the instructor a question so the deaf student is aware of what is happening. If the need for clarifications becomes excessive, you should discuss the reasons with your team and the Deaf student to strategize how to mitigate specific demands. You should also inform the Director.

CENSORING

In an interpreting situation, the interpreter never has the right to censor what is being said. Deaf and hearing people should have equal access of the same information, including language or statements that may be considered offensive. All consumers have the right to make decisions based on all given information. Interpreters should always interpret the meaning and intent of the speaker in a manner that it is best understood by the consumers involved without censoring or omitting information. The interpreter will transmit not only the classroom information/lecture content, but also whenever possible, classmates’ comments, asides, and environmental noises.

CONFIDENTIALITY

Interpreters are to view all information in an interpreting situation as confidential. Interpreters are not free to discuss the nature of the class, the student(s) names, the progress of the student(s), or any other information that is part of the interpreted communication. If there is a problem that needs attention, or if questions arise about an interpreting situation, the Accommodation Services & Interpreting Director should be contacted to discuss the matter. The Director is responsible for scheduling, skill assessment and mediation between faculty, staff, students and interpreters; information shared in order to assist the interpreter and the consumers involved if there are problems or ethical questions should remain confidential.
HANDLING QUESTIONS

Questions from the deaf students should always be directed to the instructor. Questions from the instructor should always be directed to the deaf student. The interpreter will expressively and verbally transmit questions and never answer the questions themselves.

TECHNICAL/SPECIALIZED VOCABULARY

When interpreting a class with unfamiliar vocabulary, it is your responsibility to check-in with the Director and ask for assistance as necessary.

The department maintains a comprehensive resource library for information relevant to classes taught at Ohlone College. You are welcome to use the resources in the office to prep for classes. You can assist in the continual building and maintenance of the library by sharing a copy of all relevant handouts from assignments to the Director. Student access to Canvas is available for any classes you are assigned to if the instructor is using the platform. When making a request for access to Canvas, please include the name of the classes for which you want access.

PREPARATION TIME

Occasionally, interpreters find it necessary to read the material presented in the class to which they are assigned. Preparation time can be claimed on your timesheet for this. You should contact the Director to discuss prep hours and compensation.

FINAL EXAMS

Prior to final exam week, interpreters should check with instructors and students to find out if interpreting services are required for the final exam. The week before final exams, the Director will send out a memo to let the interpreters know what their schedules will be for the following week. Regardless of dismissal from the student or instructor, the interpreter is required to remain in the classroom until the student is finished with the exam.

TEAM INTERPRETING SITUATIONS

Team Interpreting is used, whenever possible, for two reasons: a) the class or session is a lecture class longer than one hour and requires continuous interpreting, and/or b) a less experienced interpreter is placed in a class with an experienced interpreter as a mentor.

Team Interpreting provides an opportunity for both individuals to offer and receive positive feedback, vocabulary building and support. This is why the Ohlone College Accommodation Services & Interpreting use Team Interpreting instead of Relief Interpreting. When working in a team situation, the interpreters are there to provide support and rest for each other. Both interpreters should attend the full class session and be attentive to the needs of his/her team at all times. Team interpreters should meet at the beginning of the semester to discuss how they can best assist each other with the interpreting process, and periodically thereafter to see if adjustments should be made. Discuss how to best signal your team when you need assistance as well as how and when to “feed” each other. Also, agree on how and when to relieve each other (fifteen-to-twenty minute intervals are recommended).

Some interpreters are more open to feedback than others. As a professional courtesy, the interpreters involved in a team situation should consult with each other before offering extensive comments or critique. When giving responses or suggestions, it should be helpful and constructive at all times.
USEFUL INFORMATION

OHLONE COLLEGE CAMPUS MAP

View the Fremont Campus Map.

The Room numbering system at Fremont Campus consist of 4 numbers:
- the first number represents the building number;
- the second number represents the floor of that building; and
- the third and fourth numbers represent the classroom or office number.

For example: Room 7223 is located in Building 7, on the second floor, in room 23.

UNIQUE LETTER CODES:
- HH – Hyman Hall
- CD – Child Development Center (Building 19)
- FP – Fremont Portables
- SC – Smith Center

View the Newark Campus Map

The Room numbering system at Newark Campus consist of 4 numbers:
- the first number represents the floor;
- the second number represents the wing of the building; and
- the third and fourth numbers represent the classroom or office number.

For example: Room 1310 is located in on the first floor, in the third wing, in room 10.

UNIQUE LETTER CODES:
- NC – Newark Campus
- NP – Newark Portables.
IMPORTANT NUMBERS TO KNOW

Because of the interpreters’ high visibility, they are representatives of Ohlone’s Accommodation Services & Interpreting and therefore need to be knowledgeable and able to refer inquiries to the appropriate office(s). Listed are important offices and phone numbers you should be familiar with.

ACCOMMODATION SERVICES & INTERPRETING, DIRECTOR: Kelly Wilmeth, NIC
Voice (510) 659-6271
Video Phone (510) 344-5701
Email: kwilmeth@ohlone.edu
*email to exchange text phone numbers with the director

LEAD INTERPRETER: Leigh-Anne Elizondo, NIC
Email: pelizondo@ohlone.edu
*email to exchange text phone numbers with the lead interpreter

ACCOMMODATION SERVICES SUPPORT SPECIALIST: JoyDawn Olla
Voice (510) 659-6513
Email: jolla@ohlone.edu

NEWARK ACCOMMODATION SERVICES TEST PROCTOR: Steven Yuen
Voice (510) 742-3156
Email: syuen9@ohlone.edu

VICE PRESIDENT OF STUDENT SERVICES
Voice (510) 659-6107

CAMPUS SECURITY
Voice/TTY (510) 659-6111

VIDEO PHONE (VP) PUBLIC TELEPHONE LOCATIONS:
VRS private phone booth located in the Cafeteria Lobby, Fremont campus
VRS phone station location in Hyman Hall, first floor, Fremont campus
VRS phone station location at Newark campus, first floor to the right of the snack bar
APPENDIX A

HOURLY RATE FOR SHORT-TERM/PEAK SIGN LANGUAGE INTERPRETERS

*Rates may change without notice. As of January 2017:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Rate per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Certified</strong></td>
<td></td>
</tr>
<tr>
<td>LEVEL I</td>
<td>$26.20</td>
</tr>
<tr>
<td>LEVEL II</td>
<td>$28.61</td>
</tr>
<tr>
<td>LEVEL III</td>
<td>$33.08</td>
</tr>
<tr>
<td>LEVEL IV</td>
<td>$41.00</td>
</tr>
<tr>
<td>DI</td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Certified (CI, CT, NIC, CDI)</strong></td>
<td></td>
</tr>
<tr>
<td>LEVEL V</td>
<td>$52.00</td>
</tr>
<tr>
<td>CDI</td>
<td>$55.00</td>
</tr>
<tr>
<td>*LEVEL V+ AND CDI+</td>
<td>$62.00</td>
</tr>
</tbody>
</table>

*Minimum 10-years of professional work experience required.