



*Handbook for Interpreters, Captionists, and
Stenographers*

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TABLE OF CONTENTS

Introuction/Welcome	3
Disabilty Laws in Postesecondary Educaiton	3
The Rehabilitation Act	3
The Americans with Disability Act (ADA)	4
The ADA in Relation to Section 504 of the Rehabilitation Act	4
Policies and Proceduemres	4
Hiring Procedure	4
Evaluation	4
Qualification Criteria	5
Scheduling.....	5
Time Sheets.....	6
Payroll.....	6
Ethics and Confidentiality.....	7
Captionists and Stenographers	
Attendance and Punctulity	7
Appearance	7
Team interpreting.....	7
Message/exchance of information	8
Student Responsibilities (Attendance and Punctuality)	8
Responsibilities of Interpreters, Captionists and Stenographers.....	8
General Information	
Pagars and Cell Phones.....	9
Substitutions.....	9
Interpreter, Captionist, and Stenographer and Student Interation.....	10
Preparing for Classes	10
Freelance Interpreting	10
Due Process.....	10
Inclement Weather	10
Meetings.....	11
Professioanl Development/Traning Programs	
Suggested Health Tips	11
ADDENDUM A - Suggested Phrases to Maintain Confidentiality.....	12
ADDENDUM B – Glossary of Terms.....	14
ADDENDUM C - Interpreter Evaluation Form... ..	17
ADDENDUM D- Captionist and Stenographer Evaluation Form.....	

REFERENCE

INTRODUCTION/WELCOME

The interpreter, captionist, and stenographer play 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, captionists, and stenographers 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's, Captionist's and Stenographer's Handbook is to offer guidelines and to clarify expectations and responsibilities of the interpreter, captionist, and stenographer and to give a basic understanding of some of the objectives, policies, and procedures of the program. With the general information presented in this handbook and good judgment, interpreters, captionists, and stenographers should have a reliable guide as to what is expected of them. If you do not understand any of the material or if you have questions that are not covered in the Interpreter's, Captionist's, and Stenographer's Handbook, it is your responsibility to contact the disability services coordinator. Periodically, it may be necessary to update sections of the Interpreter's, Captionist's and Stenographer's Handbook. Copies of updated sections will be sent to all interpreters, captionists, and stenographers.

We look forward to working with you here at Delgado Community College 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). 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 oneself, 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.”

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.

Under Section ADA, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of ADA. This individual of office has the ongoing responsibility of assuring that the institution 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. Traci Smothers is an EAEO/ADA-Compliance Officer, the executive assistant to the Chancellor at Delgado Community College.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as Delgado Community College) 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.

POLICIES AND PROCEDURES

Hiring Procedure

- Prospective interpreters, captionists, and stenographers must complete a Delgado Community College Application and other Human Resources documents.
- An initial interview will be scheduled with the disability services coordinator.
- The prospective Interpreter's, Captionist's, and Stenographer's job status is seasonal appointment (Typical length of employment is three and one half months from the beginning of the semester until the end of the semester).
- Because of your hourly status, you can only be compensated for the actual hours that interpreting services, captioning services, and stenographing services are provided.
- Because you are not considered a full-time employee, you will not be compensated for sick time nor holidays, nor receive health or life insurance benefits.
- Approximately, two weeks before the start of each semester, you will be notified if your services will be needed for the upcoming semester. The disability services coordinator will submit the appropriate forms to the Human Resource Department to renew your employment for that semester.

Evaluation

One or more evaluations will be disseminated during the semester: student evaluation of the interpreter, and/or interpreter evaluation of the semester. Student evaluations will assist the interpreter in identifying strengths and areas for improvement. Student evaluations will be administered at the end of each semester. The Office of 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 the office of Disability Services feedback about the semester. These evaluations will be administered to interpreters in the following semester.

Qualification Criteria

The following list outlines the criteria to be hired as an interpreter at Delgado Community College:

- Graduation from an accredited high school or possession of acceptable equivalency diploma (GED)
- At least two (2) years interpreting experience, stenographing services /C-print captioning experience, preferably in the postsecondary educational arena.
- Successful completion of the National Interpreter Certification exam or plans to take the National Interpreter Certification exam.
- Certificate of completion from a C-print training class by a C-print program at RID.

In addition, interpreters must:

- Abide by state laws, rules, and regulations.
- Adhere to the appropriate NAD-RID Code of Professional Conduct.
- Agree to abide by the conditions outlined in this Handbook.

The office of Disability Services will generally contact interpreters based on certification, starting with those nationally certified, continuing through state-screened interpreters. Preferences and seniority are also considered.

SCHEDULING

The disability services coordinator will assign the interpreters, captionists, and stenographers to the various classes and then distribute the schedules. During the scheduling process, every effort is made to match the interpreter's, captionist's, and stenographer's skill level and preferences the appropriate students, instructors, and classes. Any scheduling conflicts should be reported immediately to the disability services coordinator.

The disability services coordinator will answer any questions about the schedule. The schedule will indicate the time, place, and name of courses. This schedule will be in effect for the entire semester but is subject to change by the disability services coordinator. Any questions, problems, or concerns about the schedule should be discussed with the disability services coordinator.

Interpreters, captionists, and stenographers must accept that the disability services coordinator has no control over students adding, dropping, or withdrawing from classes. Scheduled hours could change at any time.

Assignments that are scheduled through the office of Disability Services will be paid. A student may ask an interpreter, captionist, or stenographer if she/he is available, but an interpreter, captionist, or stenographer must be given the assignment through the office of Disability Services. The office of Disability Services maintains the right to move interpreters, captionists, and stenographers within their scheduled time.

The interpreter, captionist, and stenographer are scheduled until the end of class. If an instructor teaches past the designated ending time, or if a student needs to speak to the instructor after class, the interpreter, captionist, and stenographer may stay if her/his schedule allows. If the interpreter, captionist, and stenographer have another class or assignment she/he may leave at the end of the scheduled time. If the interpreter, captionist, and stenographer have to leave, and the instructor continues teaching, the interpreter, captionist, and stenographer should leave the class and inform the disability services coordinator of this situation.

Some classes, because of length or some other factor, may appear to require two interpreters or two captionists. 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 disability services coordinator of this situation. At this point the disability services coordinator will determine if it would be best to alternate the two interpreters or two captionists or to keep only one interpreter or one captionist.

TIME SHEETS

Interpreters, captionists, and stenographers are to complete a weekly time sheet and submit it to the disability services coordinator by 4 p.m. on Fridays. Failure to do so will result in a delay of payment for your services for that week. Time sheets can be sent via fax to (504) 483-4524, e-mail to ahassa@dcc.edu or hand-deliver to building 2 room 102.

PAYROLL

Paycheck subs and paper checks will be issued every two Fridays after 1 p.m. by the disability services coordinator in the office of Advising and Testing.

You may elect to have your payroll check directly deposited to your financial institution.

You are entitled to have income taxes withheld from your paychecks.

The pay rate is based on certification level for the interpreters and documented experience of captionist and stenographers.

ETHICS AND CONFIDENTIALITY

Interpreters are expected to adhere to the NAD-RID Code of Professional Conduct (i.e. shall maintain confidentially, render the message faithfully, refrain from interjecting personal opinions, and function in a manner appropriate to the situation, etc.) They are to provide interpreting services to the best of their ability and not allow personal feelings to interfere with 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, please consult the NAD-RID Code of Professional Conduct on the Registry of Interpreters for the Deaf's web site at www.rid.org.

CAPTIONISTS AND STENOGRAPHERS

Captionists and stenographers are expected to conduct themselves in a manner consistent with the professional standards.

ATTENDANCE AND PUNCTUALITY

The interpreter, captionists, and stenographers will arrive on time for all assignments. Interpreters, captionists, and stenographers should notify disability services coordinator as soon as possible in the event she/he will be absent from an assignment. For those who have classes in the evening and/or weekend, he/she should contact disability services coordinator by e-mailing at ahassa@dcc.edu.

APPEARANCE

Although there is no formal dress code, some classes may require special consideration, and interpreters, captionists, and stenographers should dress accordingly (e.g. biology laboratory, photographic lab, ceramics). An interpreter should wear clothes that contrast skin color and are not distracting to the student with hearing impaired.

TEAM INTERPRETING

Because of 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 the primary or support interpreter, and should refrain from 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 one will interpret on a given test day (e.g., alternating days or one interpreter taking all test days).

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 disability services coordinator. Interpreters should only bill for time worked.

MESSAGES/EXCHANGE OF INFORMATION

The interpreters, captionists, and stenographers should have access to Delgado's e-mail system to obtain information about the College such as holiday dates, college-related activities, emergency information, or school closure.

In case of an emergency phone call, every possible effort will be made to contact you wherever you are on campus. Therefore, it is important that the office know if your scheduled class has been cancelled or changed location.

STUDENT RESPONSIBILITIES (ATTENDANCE AND PUNCTUALITY)

Students are responsible for getting to their classes on time. Students should be aware that interpreters, captionists, and stenographer 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 the disability services coordinator at least one day before missing class (except in the case of an emergency). Failure to attend class without notifying the office of Disability Services may result in the discontinuation of services after the third occurrence, making it necessary for the student to make an appointment with the disability services coordinator to discuss reinstatement.

For interpreting services, captioning services, and stenographing services requests outside of regularly scheduled class times, students are to complete the Services Request form two weeks before the event (or as soon as they are aware of the need), but no less than 48 hours before to the event.

Students should discuss any problems with their interpreter, captionist, and stenographer before discussing it with the disability services coordinator.

RESPONSIBILITIES OF CAPTIONISTS, STENOGRAPHERS, AND INTERPRETERS

If it appears a student will not show up for a class, the interpreter, captionist, or stenographer is required to wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes. After waiting the allotted time, the interpreter, captionist, or stenographer should inform the disability services coordinator by phone or in person of his or her availability. If the office of Disability Services needs the interpreter, captionist, stenographer in another class at that time, he/she will be reassigned. If not, the interpreter, captionist, or stenographer will be free to leave and can record that class time on the time sheet. To minimize class disruptions, the interpreter may wait outside the classroom until the student arrives, or at the back of the room.

Interpreters, captionists, and stenographers are not to bill for cancellations with more than 24 hours' notice. Announcements in class are considered 24 hours' notice. In daily classes the day before is considered 24 hours' notice. Interpreters, captionists, and stenographers should also ask the professor for a class syllabus, and any classes designated in the class syllabus as cancelled should be considered as notice.

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

For evening and weekend classes, the interpreter is free to leave after waiting the required time. Evening and weekend interpreters, captionists, and stenographers may consider exchanging phone numbers (if all agree) so that students may notify interpreters, captionists, and stenographers of an absence before class. Also, notify the disability services coordinator by email to ahassa@dcc.edu or phone call at (504) 671-5161 voice or (504) 671-5160 TTY/Voice.

GENERAL INFORMATION

Interpreters, captionists, and stenographers are to notify the disability services coordinator of any problems with an assigned class. This includes understanding the instructor, problems with the working relationship with the student, etc.

PAGERS AND CELL PHONES

Interpreters, captionists, and stenographers should take care of personal business at times other than when on assignment. Because pagers interfere or distract from continuity in interpreting, the interpreter is expected not to wear a pager during an assignment. Cellular phones and pagers should have audible rings and beeps turned off. If the interpreter, captionist or stenographer has a short break, she/he may want to check the device during this time. However, responding to calls or pages during an assignment is not permitted.

SUBSTITUTIONS

When the interpreter, captionist, and stenographer accept classes for the semester, it is expected the interpreter, captionist, and stenographer will maintain that schedule of classes throughout the semester. However, substitutions may be occasionally needed. 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, captionist, and stenographer are responsible for making a formal request with a written statement sent via e-mail or phone call. The interpreter, captionist, and stenographer substitution request must be received by the disability services coordinator at least 24 hours in advance. At that time, disability services coordinator will be responsible for finding substitutes.

INTERPRETER, CAPTIONIST, AND STENOGRAPHER AND STUDENT INTERACTION

Interpreters, captionists, and stenographers should not have conversations with students without disability or any other students during class time. Visitation should be done before and after class. If a student without disability asks for information about what the interpreters, captionists, and stenographers are doing, the interpreters, captionists, and stenographers should let the student know she/he is not able to discuss it during class, but can answer before or after 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.

Interpreters, captionists, and stenographers should be careful when talking with students with hearing impaired and students without disabilities before and after class. Interpreters, captionists, and stenographers 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 percent their own.

PREPARING FOR CLASSES

Interpreters, captionists, and stenographers are encouraged to prepare for class by reviewing the materials and reading the text the class is using. If you want to borrow a copy of the textbook(s) to prepare for class, please contact the disability services coordinator.

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.

FREELANCE 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 disability services coordinator receives a complaint about a situation from students, faculty, or staff, the interpreter, captionist, or stenographer involved will meet with the disability services coordinator. If a complaint about the same problem is reported more than once, the interpreter involved will meet with the disability services coordinator and director of Advising and Testing. If this specific complaint continues, the decision may be made to terminate the services.

INCLEMENT WEATHER

If the weather appears hazardous, please refer to the inclement weather policy at Delgado's web site, Delgado's e-mail, or Delgado's alert system on cellular phone and e-mail.

MEETINGS

Group meetings with interpreters, captionists, and stenographers will be held at the beginning of each semester. These meetings are strongly recommended for any interpreter, captionists, and stenographers who wish 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, captionist, and stenographer may meet one-on-one with the disability services coordinator, without compensation.

It may be occasionally necessary for the interpreter, captionist, and stenographer to meet individually with the disability services coordinator. Attendance at these meetings is mandatory and part of the interpreter's, captionist's, and stenographer's responsibility while working for Delgado Community College. 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; meetings between students, interpreters, and the disability services coordinator; or discussion of schedules for the upcoming semester. The disability services coordinator will attempt to schedule these meetings at a time that is convenient to both the disability services coordinator and the interpreter.

PROFESSIONAL DEVELOPMENT/TRAINING PROGRAMS

The office of Disability Services at Delgado Community College promotes higher learning opportunities not only for their students, but for their interpreters, captionists, and stenographers as well. All interpreters, captionists, and stenographer are encouraged to pursue certification and continue professional development through involvement with local, state, and national organizations that support their profession.

The nationally certified interpreters are expected to maintain their certification with the RID certification maintenance program, or if NAD certified, to follow those procedures for maintaining certification. All other interpreters are expected to maintain their state-level certification. 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.

SUGGESTED HEALTH TIPS

Interpreters are encouraged to maintain good health habits. Attention to diet, exercise, and positions when sitting or standing can help prevent syndromes associated with overuse, such as cumulative trauma disorder.

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, sit straight in the chair. Do not cross your legs. This helps prevent stress on the back and shoulders. Other interpreters have suggested that before interpreting in a cold classroom, run hands under warm waters, or a hand dryer. Wearing thin gloves (liners) after interpreting can also be effective.

Note: The above information comes from a presentation by Chiropractor Peter Biondi (Franklin Park) at the Illinois Registry of Interpreters for the Deaf Convention, June 7, 1986.

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 disability services coordinator could probably answer that question for you. Let me give you the phone number.
- I am sorry, I am not able to step out of my role of the services during class time.
- If you have concerns to address about the services in your class, you might want to talk to the disability services coordinator. Let me give you the phone number.

ADDENDUM B – GLOSSARY OF TERMS

Age of Ones – The age at which a person starts to lose hearing.

ALDs (Assistive Listening Devices) – Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs 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 transcribing 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 Transliterate - Transliterators translate from spoken language to the visual mode of communication Cued Speech. Transliterators 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.

Deafness - One whose hearing loss makes it impossible for him/her to understand speech and language 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 systems 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 - The subjective impression of highness or lowness of a sound (pitch).

Hard of Hearing - One whose hearing loss makes it difficult, but not impossible, for him/her to understand speech and language 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.

Note-taker – 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 Captioning - 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 Transcribing/Captioning - Transcribing that is provided simultaneously as a spoken word using a computerized software program.

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

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 lip reading) – 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 his/her 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 and blind, which involves them receiving information by placing their hands on the interpreter’s hands during the interpretation.

Text Relay – A free service which provides operators, called communication assistants (CAs), who facilitate phone calls between hearing and deaf or hard of hearing persons. The CA types what the hearing person says for the deaf or hard of hearing person to read. The CA voices what the deaf or hard of hearing person types to the hearing person. Relay can be done over the phone (using a TTY or TDD) or over the Internet (IP Relay).

TTY or TDD – A telecommunication device used by persons who are deaf and cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer.

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

Text Messaging Devices – Mobile devices that allow simultaneous two-way text communication. Some more common brands are Blackberry, Goo, and Sidekick.

Video Relay – A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing persons.

ADDENDUM C – Captionist/Stenographer Evaluation Forms

Captionist/Stenographer Evaluation for _____ Date _____
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Please rate the following questions on a scale 1 to 4 with being the 4 the highest and 1 being the lowest.

4-Strongly Agree	3-Agree	2-Disagree	1-Strongly Disagree	0-Does not Applied
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	Low			High
Professionalism				
1. Arrives to assignments on time (or as scheduled)	0	1	2	3 4
2. Acts in a professional manner	0	1	2	3 4
3. Maintains confidentiality	0	1	2	3 4
4. Appropriately functions in team assignments	0	1	2	3 4
5. Maintains appropriate ethical boundaries and role	0	1	2	3 4

Competency & Skill				
1. Knowledge of C-print program	0	1	2	3 4
2. Accuracy of information captioned	0	1	2	3 4
3. Posted transcripts on Blackboard within timely manner	0	1	2	3 4

Overall				
Overall performance rating	0	1	2	3 4

Other comments: _____

ADDENDUM D - Interpreter Evaluation Forms

Interpreter Evaluation for _____ Date _____

Please rate the following questions on a scale 1 to 4 with 4 being the highest and 1 being the lowest.

4-Strongly Agree	3-Agree	2-Disagree	1-Strongly Disagree	0-Does not Applied
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	Low			High
Professionalism				
1. Arrives to assignments on time (or as scheduled).	0	1	2	3 4
2. Acts in a professional manner.	0	1	2	3 4
3. Maintains confidentiality.	0	1	2	3 4
4. Appropriately functions in team assignments.	0	1	2	3 4
5. Maintains appropriate ethical boundaries and role.	0	1	2	3 4

Competency & Skill				
1. Knowledge of and skill with ASL	0	1	2	3 4
2. Adapts to my language needs	0	1	2	3 4
3. Accuracy of information conveyed	0	1	2	3 4
4. Overall skill	0	1	2	3 4

Overall				
Overall performance rating	0	1	2	3 4

Other Comments: _____

REFERENCE

THE GUIDELINES FOR THIS HANBOOK WERE TAKEN FROM A TEMPLATE DEVELOPED BY THE POSTSECONDARY EDUCATION CONSORTIUM (PEC)

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