



## **Office of Student Accessibility**

### ***Handbook for Service Providers***

Office of Student Accessibility  
615 City Park Ave.  
New Orleans, Louisiana 70119

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## **INTRODUCTION/WELCOME**

The Service providers 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, service provider (SP)s 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 Service Providers' Handbook is to offer guidelines, and to clarify expectations and responsibilities of the service providers 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, service providers 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 Service Providers Handbook, it is your responsibility to contact the Student Accessibility Coordinator. Periodically, it may be necessary to update sections of this handbook. Copies of updated sections will be sent to all service providers.

We look forward to working with you here at Delgado Community College and hope you will enjoy it as well.

## **SERVICE PROVIDERS (SP)**

Service Provider is defined as a person who provides a service(s) for a student, faculty, or staff member with a disability; herein referred to as SP, including but not limited to:

- Interpreter- a trained professional who facilitates cross- cultural communication between spoken English and sign language.
- Captionist- a trained professional who transcribes spoken English into a print using a specialized software program and computer device.

## **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.

## **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 service providers must complete an Employment Application and other Human Resources documents.
- An initial interview will be scheduled with the Student Accessibility Coordinator.
- The prospective service provider'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 and captioning 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 Student Accessibility 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 service provider, and/or service provider evaluation of the semester. Student evaluations will assist the service provider in identifying strengths and areas for improvement. Student evaluations will be administered at the end of each semester. The Office of Student Accessibility will attempt to provide evaluation summaries in a timely manner. Service provider evaluations of the semester are an opportunity for the service provider to give the Office of Student Accessibility feedback about the semester. These evaluations will be administered to service providers in the following semester.

## **Qualifications Criteria**

The following list outlines the criteria to be hired as a service provider at Delgado Community College:

- Service Providers
  - Received a high school diploma from an accredited high school or possession of acceptable
  - equivalency diploma (GED)
- Interpreter
  - Certified – provide current national certification from Registry of Interpreters for the Deaf (RID)
  - Non-certified –
    - 1.) provide documentation of membership of Registry of Interpreters for the Deaf [www.rid.org](http://www.rid.org),
    - 2.) provide documentation of successful completion of the National Interpreter Certification Knowledge Exam, and
    - 3.) provide annual documentation of at least 20 hours at workshops and/or professional trainings.
  - Screening – those applicants without any of the above credential may be considered for employment after a performance screen submission of documentable interpreting experience, and a plan of action with a goal of certification.
- Captionist
  - Must be certified and/or trained with the Louisiana Association of court Reporters <http://lcraboard.org>

In addition, Service Providers must:

- Abide by federal and state laws, rules, and regulations.
- Adhere to the appropriate code of Professional conduct of their national organization.
- Agree to abide by the conditions outlined in this Handbook.

The Office of Student Accessibility will generally contact service providers based on certification, starting with those nationally certified, continuing through state-screened service providers. Preferences and seniority are also considered.

## **SCHEDULING**

The Student Accessibility Coordinator will assign the Service Providers to the various classes and then distribute the schedules. During the scheduling process, every effort is made to match the service provider's skill level and preferences the appropriate students, instructors, and classes. Any scheduling conflicts should be reported immediately to the Student Accessibility Coordinator.

The Student Accessibility 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 Student Accessibility Coordinator. Any questions, problems, or concerns about the schedule should be discussed with the Student Accessibility Coordinator.

Service Providers must accept that the Student Accessibility 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 Student Accessibility will be paid. A student may ask the Service Providers if she/he is available, but the Service Providers must be given the assignment through the Office of Student Accessibility. The Office of Student Accessibility maintains the right to move the Service Providers within their scheduled time.

The Service Providers 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 service provider may stay if her/his schedule allows. If the service provider, has another class or assignment she/he may leave at the end of the scheduled time. If the service provider has to leave, and the instructor continues teaching, the service provider should leave the class and inform the Student Accessibility Coordinator of this situation.

Some classes, because of length or some other factor, may appear to require two service providers. However, after the first few classes, it may be obvious that one service provider can do the job. It is the responsibility of the service providers to inform the Student Accessibility Coordinator of this situation. At this point, the Student Accessibility Coordinator will determine if it would be best to alternate the service providers or to keep only one service provider.

## **WEB TIME ENTRY**

Service Providers must complete bi-weekly web time entry by the deadline established for each pay period documenting his/her time and attendance in order to be paid. Failure to do so will result in a delay of payment for your services for that pay period.

## **PAYROLL CALENDAR**

Service Providers are paid in accordance with the College's current payroll calendar.

## **NEW EMPLOYEES**

New Delgado employees must complete and submit the appropriate forms to the Office of Human Resources. The Office of Human Resources has all the forms that must be completed by the new employee and his/her immediate supervisor in order to be paid. These forms include are not limited to, state and federal tax forms, general information forms, applications, and employment eligibility form. You are entitled to have income taxes withheld from your paycheck.

## **ETHICS AND CONFIDENTIALITY**

Service providers are expected to adhere to the NAD-RID Code of Professional Conduct (i.e. shall maintain confidentiality, 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 service providers socialize with students outside of the classroom, the service provider 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](http://www.rid.org).

## **PROFESSIONAL CONDUCT**

Service Providers are expected to conduct themselves in a manner consistent with the professional standards.

## **ATTENDANCE AND PUNCTUALITY**

The Service Providers will arrive on time for all assignments. The Service Providers should notify the Student Accessibility Coordinator as soon as possible in the event she/he will be absent from an assignment.

## **APPEARANCE**

Although there is no formal dress code, some classes may require special consideration, and the service providers should dress accordingly (e.g. biology laboratory, photographic lab, ceramics). A service provider 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 service providers. In such situations, both service providers are to act as a team, rotating responsibilities at pre-arranged intervals, and providing support and feedback to each other. Service providers will serve at all times as either the primary or support service provider, and should refrain from 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 service provider needs to be present on test days. Service providers should decide which one will interpret on a given test day (e.g., alternating days or one service provider taking all test days).

Both team service providers are expected to stay until the end of the designated time. Any arrangements to the contrary should be discussed in advance with the Student Accessibility Coordinator. Service providers should only bill for time worked.

## **MESSAGES/EXCHANGE OF INFORMATION**

The Service Providers 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.

It is highly recommended that Service Providers sign up for [Delgado Alert Emergency Messaging System](#).

It is important that the Service Providers keep contact information current and accurate with the Office of Student Accessibility should an emergency arise.

In case of a family/friend 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 the Service Providers 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 Student Accessibility Coordinator at least one day before missing class (except in the case of an emergency). Failure to attend class without notifying the Office of Student Accessibility may result in the discontinuation of services after the third occurrence, making it necessary for the student to make an appointment with the Student Accessibility Coordinator to discuss reinstatement.

For services requested 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 the event.

Students should discuss any problems with their service providers before discussing it with the Student Accessibility Coordinator.

## **RESPONSIBILITIES OF SERVICE PROVIDERS**

If it appears a student will not show up for a class, the service provider 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 Service Providers should inform the Student Accessibility Coordinator by phone or in person of his or her availability. If the Office of Student Accessibility needs the service provider in another class at that time, he/she will be reassigned. If not, the Service Providers will be free to leave and can record that class time on the time sheet. To minimize class disruptions, the service provider may wait outside the classroom until the student arrives, or at the back of the room.

Service Providers 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. Services Providers 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 service providers will be paid for the assignment. However, if a documented good-faith effort is made to contact the service provider at least 24 hours in advance and the Office of Student Accessibility is still unable to contact him/her, the service provider will not be paid for the assignment.

For evening and weekend classes, service providers may consider exchanging phone numbers or e-mail address (if all agree) so that students may notify service providers of an absence before class. Also, [notify the Student Accessibility Coordinator by email](#) or phone call at (504) 671-5161 voice or (504) 671-5160 TTY/Voice.

## **GENERAL INFORMATION**

Services Providers are to notify the Student Accessibility Coordinator of any problems with assigned class. This includes understanding the instructor, problems with the working relationship with the student, etc.

## **ELECTRONIC DEVICES**

Service Providers should take care of personal business at times other than when on assignment. Cellular phones should have inaudible rings. If the service provider has a short break, she/he may want to check the device during this time. However, responding to calls during an assignment is not permitted.

## **SUBSTITUTIONS**

When the Service Providers accept classes for the semester, it is expected the Service Providers 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 Service Providers are responsible for making a formal request with a written statement send via e-mail. The Service Providers substitution request must be received by the Student Accessibility Coordinator at least 24 hours in advance. At that time, the Student Accessibility Coordinator will be responsible for finding substitutes.

## **SERVICE PROVIDERS AND STUDENT INTERACTION**

Service Providers should not have conversations with students with disabilities 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 service provider is doing, the service provider 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 service provider should keep in mind confidentiality issues regarding the student who is Deaf or hard of hearing by providing only general information.

Service Providers should be careful when talking with students with hearing impaired and students without disabilities before and after class. Service Providers 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**

Service Providers 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 Student Accessibility 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**

Service providers 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 Student Accessibility Coordinator receives a complaint about a situation from students, faculty, or staff, the service providers involved will meet with the Student Accessibility Coordinator. If a complaint about the same problem is reported more than once, the service provider involved will meet with the Student Accessibility Coordinator and director of Advising and Testing. If this specific complaint continues, the decision may be made to terminate the services.

## **STUDENT WAIVER OF SERVICES**

If a student decides to waive his/her rights to the use of the service provider, that student and instructor must complete and sign a Student Waiver of Services/Accommodations Form (Addendum G). Once the student and instructor complete the form, the assigned service will be canceled. The form may be obtained at the Office of Student Accessibility or at Delgado's website.

## **INCLEMENT WEATHER**

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

## **MEETINGS**

Group meetings with the Services Providers will be held at the beginning of each semester. These meetings are strongly recommended for any service providers who wish to maintain a schedule of interpreting classes. The service providers will be compensated for these meetings at a two-hour rate. If unable to attend a meeting, the service providers may meet one-on-one with the Student Accessibility Coordinator, without compensation.

It may be occasionally necessary for the service provider to meet individually with the Student Accessibility Coordinator. Attendance at these meetings is mandatory and part of the service providers' 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, service providers, and the Student Accessibility Coordinator; or discussion of schedules for the upcoming semester. The Student Accessibility Coordinator will attempt to schedule these meetings at a time that is convenient to both the Student Accessibility Coordinator and the service provider.

## **PROFESSIONAL DEVELOPMENT/TRAINING PROGRAMS**

The Office of Student Accessibility at Delgado Community College promotes higher learning opportunities not only for their students, but for their service providers as well. All service providers are encouraged to pursue certification and continue professional development through involvement with local, state, and national organizations that support their profession.

The nationally certified service providers 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 service providers are expected to maintain their state-level certification. Service providers, 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**

Service providers 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, service providers 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 service providers 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.

## **ACKNOWLEDGEMENT**

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## **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 Student Accessibility 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 Student Accessibility 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 speech read 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 EVALUATION FORM

Captionist 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 |
|------------------|---------|------------|---------------------|--------------------|
|------------------|---------|------------|---------------------|--------------------|

### Professionalism

Low

High

- |                                                      |   |   |   |   |   |
|------------------------------------------------------|---|---|---|---|---|
| 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. Accuracy of information captioned                            | 0 | 1 | 2 | 3 | 4 |
| 2. Sent transcripts on the student' e-mail within timely manner | 0 | 1 | 2 | 3 | 4 |

### Overall

Overall performance rating 0 1 2 3 4

Evaluator's Signature \_\_\_\_\_ Title \_\_\_\_\_

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 |
|------------------|---------|------------|---------------------|--------------------|
|------------------|---------|------------|---------------------|--------------------|

### Professionalism

Low High

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| 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

Evaluator's Signature \_\_\_\_\_ Title \_\_\_\_\_

Other Comments: \_\_\_\_\_

\_\_\_\_\_

## **ADDENDUM E – [OFFICE OF STUDENT ACCESSIBILITY FORMS](#)**

- [Student Accessibility Intake Form](#)
- [Student Accessibility Agreement](#)
- [Student Accessibility Accommodation Referral Form](#)
- [Semester Accommodations Request Form \(Submitted Each Semester/Session\)](#)
- [Request for Special Testing Accommodations for Students with Documented Disabilities Form](#)
- [Consent to Release Information Form \(Waiver of Confidentiality Form for Person with Disability\)](#)
- [Student Waiver of Services/Accommodations Form](#)
- [Interpreting Request Form](#)

### **INTERPRETING REQUEST FORM**

Any requests for interpreting services for academic classes must be submitted on the [Interpreting Request Form](#).

This form can be used for:

1. A one-time special request or appointment,
2. A request for final exams, or
3. Cancellation of an interpreting service

In order to ensure that Interpreting Services are provided, please allow at least 72-hours advance notice for requests. Requests with less than 72-hours' notice cannot be guaranteed.

## ADDENDUM F – SERVICE PROVIDER AGREEMENT FORM



### Service Provider (SP) Agreement Form

Each SP will provide required documentation, sign, and date this page and return to the Student Accessibility Coordinator by the end of the first week of regularly scheduled classes for each academic semester.

If any changes are made to this document, the SP will be notified and a subsequent *Service Provider Agreement* will need to be submitted to the Student Accessibility Coordinator.

I, \_\_\_\_\_, have read the Delgado Community College Policies and  
(print name)  
**Service Providers Handbook and agree to abide by the guidelines that delineate my  
Responsibility as an SP. I further agree to abide by the profession.**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

SPs must present the following documentation to the Student Accessibility Coordinator at the beginning of each academic year or upon rehire.

#### Interpreters

##### **Certified:**

Proof of Current RID  
Membership

##### **Non-certified:**

- \*Proof of current RID  
Membership
- \*Proof of successful  
Completion of NAD-RID NIC  
Knowledge Exam
- \*Provide yearly documentation  
Attendance of at least 20 hours  
of RID approved professional  
development training

#### Captionist

Proof of attendance at an  
approved court reporting school.

*Title Updates 8/26*