

POLICIES AND PROCEDURES: SIGN LANGUAGE INTERPRETING SERVICES

PROSPECTIVE STUDENT RESPONSIBILITIES

- **Requesting Interpreting Services Upon Admission to the University of Northern Iowa:**
 - Students should contact Student Disability Services (SDS) as soon as they learn their admission status to communicate enrollment plans and need for accommodation(s). Interpreting services require advance coordination time. Student contact should be initiated with as much notice as possible; even months in advance.
 - Please visit the SDS website at <http://www.uni.edu/disability/faculty/responsibilities/procedure.shtml> for specific procedures for obtaining disability services.

CURRENT STUDENT RESPONSIBILITIES

- **Requesting Interpreting Services Before the Semester Begins:**
 - Students should make their requests for interpreting services as soon as they register for classes each semester. Students using interpreting services will be granted priority registration to provide additional time for SDS to coordinate services. To maintain priority registration, students must continue to request services as soon as they register for classes.
 - **Coordination Responsibilities:** SDS provides services and accommodations for registered UNI students with documented hearing loss for curricular activities only. UNI departments or other campus organizations are administratively and financially responsible for arranging interpreting services for extra-curricular (non-academic) events that they sponsor. If your requests for services are not satisfied, please contact SDS.
 - **Expressing Consumer Preference:** The provision of quality and consistent interpreting service is requisite. SDS also needs to operate within state and university policies and practices, consider overall master scheduling needs, consider student preference, and consider interpreter qualifications, backgrounds, and schedules. Additionally, SDS considers feedback from interpreters in regards to their appropriateness for assignments.

Reasonable efforts will be made to accommodate specific interpreter requests. However, recognizing the reality of balancing the needs of all students and schedules, the SDS reserves the right to make final scheduling decisions.

- **Student Responsibilities Throughout the Semester:**
 - **Providing Interpreters with Course Materials:** Students should provide their interpreters with course syllabi and other hand-outs received in class. Students can have photocopies made at SDS if it is not possible to obtain them from instructors. Students are not responsible for providing interpreters with course texts.
 - **Scheduling Changes (e.g., will miss class, room change, instructor cancels class):** If there is a schedule change, it is the student's responsibility to notify the interpreter or SDS as soon as you learn of the change – preferable 48 hours ahead of time, if possible. Student should attempt to contact their interpreter(s) directly first. If contacting SDS, please specify the class(es) affected by the change, the time, building, room number, and name of the interpreter(s).

NOTE: Scheduled interpreter(s) and SDS do not necessarily know about cancellations announced during class, listed in the syllabus, written on the board, etc.

- **Communicating Attendance Plan (No Show, Early Cancel, Late Cancel, Late Arrival):** Students need to communicate attendance plans with interpreter(s) and/or SDS in order to maintain interpreting services for their courses. As a rule of thumb, cancel interpreters as soon as you know you will not attend class.
 - **No Show** is defined as a student missing class without any prior notification or any form of communication with the interpreter(s) or SDS. After a cancellation or no show, we assume you will return to the next scheduled class session unless you notify us otherwise.

Occasional absences are understandable. However, interpreting services will be temporarily suspended for any course section (e.g., lecture/seminar, discussion, lab) when a student has two consecutive No Shows.
 - **Early Cancel** is defined as contacting the interpreter(s) or SDS at least 48 hours prior to the start of the interpreting assignment (i.e., class).
 - Less than 48 hours notice is defined as **Late Cancel**. Habitual late cancellations may be considered No Show.
 - Contact the interpreter(s) or SDS to specify a time you will be at class if you will be **late** to class. Without notice, interpreters will follow the appropriate wait lengths before leaving the assignment site. If you call ahead of time and still do not show up at the time you indicated, interpreters will then follow the appropriate wait length for a No Show.
- **Wait Lengths for No Show/Late Arrival:** Interpreters shall wait 25% of the total scheduled assignment (i.e., 15-minutes for 50 minute class; 20 minutes for 75-minute class) up to a maximum of 60 minutes. For late arrivals, observing the wait length begins once the student is not at class at the time of the anticipated arrival time.
- **Reinstating Interpreting Services for Irregular Attendances:** Irregular attendance patterns, as previously discussed, may result in a suspension or interruption of interpreting services. Reinstating interpreting services occurs after the following steps are satisfied:
 - Attendance patterns are discussed between the SDS Coordinator and the student.
 - Both the student and the SDS Coordinator are clear on enrollment status in courses.
 - Both the student and the SDS Coordinator are clear on the two consecutive absences and/or established pattern of absences from the same course session without prior notification.
 - The student and the SDS Coordinator jointly develop a plan for offering appropriate changes in notice for changes in attendance plan.
- **Procedure for Reporting Interpreter Absence/Tardiness:** Students should contact the SDS Coordinator or the front desk immediately should an interpreter miss or arrive late to an assignment. Efforts will be made to send a substitute or arrange a reasonable accommodation.
- **Offering Evaluation of an Interpreter's Performance:** Interpreters aim to provide as functional equivalent real-time translation of spoken information as possible of all speaker(s) in the classroom. Working with interpreters is a dynamic teamwork process that warrants ongoing communication diligence for maximum benefits. Collaborating and providing feedback should be done regularly.
 - Take time to share consumer needs and expectations with interpreters.
 - Offer interpreters regular, constructive feedback about their work and your expectations for particular assignments.
 - If you are not satisfied with the interpreter's work, determine the problem and discuss it with the interpreter during a set meeting time. If you feel uncomfortable to approach the interpreter directly, schedule an appointment with the SDS Coordinator to share your concerns.
 - Bring unresolved problems or situations warranting immediate Coordinator involvement to the attention of the SDS Coordinator.

Please consider offering feedback not only to interpreters, but also to instructors. Students are the Deaf and Hard of Hearing Community's ambassador to a University population that does not necessarily realize the dynamics involved in working the Deaf and Hard of Hearing individuals and interpreters.
- **"In-House" Confidentially/Communication Policy:** Interpreters abide by the Code of Professional Conduct delineated by the Registry of Interpreters for the Deaf (RID). When necessary, per University policies, interpreters may communicate typically confidential work-related information with appropriate individuals.

STUDENT DISABILITY SERVICES RESPONSIBILITIES

- Confirms student priority registration status with the Office of the Registrar each semester.
- Utilizes the services of Comprehensive Interpreting Services, Inc. (CIS) to hire and schedule qualified interpreters. SDS conveys student input and student needs to CIS.
- Discuss reasonable accommodation options (i.e., videotaping, audio taping) with students when an interpreter becomes unavailable.
- Available to hear student and/or interpreter concerns and to assist with situations that may arise.

SIGN LANGUAGE INTERPRETER RESPONSIBILITIES

- Adoption of a consistent, accurate, and conflict-free theory as well as familiarity and sensitivity to the Code of Professional Conduct and the Ethical Practices System as delineated by RID.
- Attend all scheduled classes, except in case of illness or emergency, and/or arrange for substitution through appropriate procedures.
- Seek feedback from students, faculty, and colleagues. Observe other interpreters whenever appropriate and done unobtrusively.
- Prepare, maintain, and research job-specific terminology through advance preparation of course materials and consultation with resources, including faculty and students.
- Maintain healthy captioning through awareness of ergonomics and engage in active prevention of injuries (i.e., stretching before work, correct posture).
- Maintain working knowledge of deafness and actively learn sign language.

FACULTY RESPONSIBILITIES

- Realize the significance of supporting the provided accommodation(s) to ensure academic access and a professional, effective working relationship with students and interpreters.
- Assist students in the provision of support to interpreters by ensuring that interpreters receive supplementary materials (e.g., hand-outs, copy of overhead diagrams) or information that will enhance students' ability to learn in the classroom.
- Realize that interpreters are professionals providing communication access for everyone.
- Make arrangements to ensure that students who are deaf or hard of hearing are provided with appropriate and readily achievable opportunities to equally participate and enjoy the benefits of educational programs and activities within the course.