



# INTERPRETER HANDBOOK



North Orange Continuing Education - Disability Support Services  
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## **Mission of the North Orange Continuing Education (NOCE)**

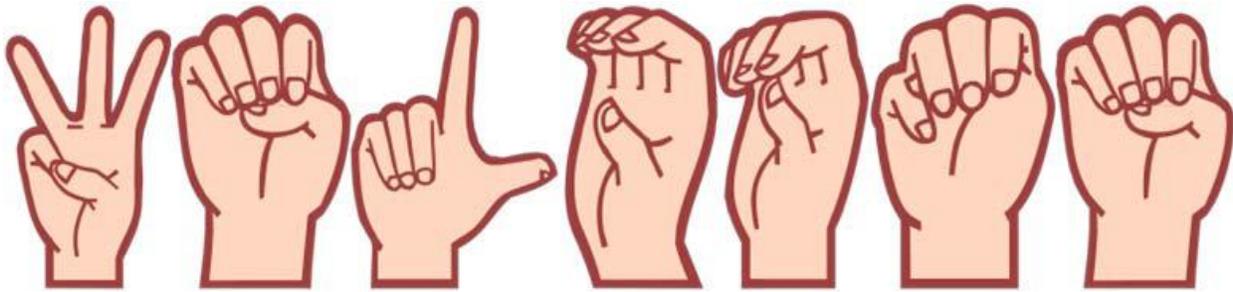
To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

## **North Orange Continuing Education**

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

## **Mission of Disability Support Services**

DSS is committed to providing access to the educational offerings of NOCE, facilitating the provision of accommodations and services necessary for successful student participation in programs. This commitment is based on the premise that adults with disabilities have the need for, and the right to, continuing learning opportunities and will benefit from this instruction. Instruction is designed to assist students in achieving their independent living, employment, and higher education goals.



**Welcome** to the Disability Support Services (DSS) team! This Handbook is intended to familiarize North Orange Continuing Education (NOCE) Interpreters with our required practices and procedures. DSS is responsible for providing Deaf and Hard of Hearing (DHH) students with the appropriate accommodations, including sign language Interpreters when warranted. Please read this handbook thoroughly and become familiar with the provisions that have been established in accord with your employment with us.

Acknowledgements:

Cypress College, *Interpreter Handbook*  
Napa Valley College, *Interpreter Handbook*  
Ohlone College, *Interpreter Handbook*

The provisions of this handbook are meant to articulate the role and responsibilities of our Interpreters. The primary function of our Interpreters is to facilitate communication between students, staff and faculty. Also contained in this handbook are policies and procedures for Interpreters. **It is the responsibility of each Interpreter to be familiar with and to follow the provisions contained herein.**

**TEMPORARY EMPLOYMENT AGREEMENTS (TEA)**

All hourly employees of the North Orange County Community College District (NOCCCD), including NOCE Interpreters, are required to sign a TEA for each time period to be worked. No hourly employee of the NOCCCD can work for more than 38.5 weeks in any fiscal year (July 1 – June 30). Additionally, TEA's may not work more than 26 hours in a week. The TEA you sign will include both a start date and an end date. The weeks of employment contained in the TEA count toward the 38.5 week maximum. Interpreters are responsible for monitoring their hours to ensure that the 26-hour weekly limitation is not exceeded. You will

receive a copy of each TEA you sign to keep for your records. This will allow you to monitor the dates you are permitted to work. **Exceeding either the 38.5 week or the 26 hour per week limitations are causes for termination.**

## **INTERPRETER PAY**

Interpreters are compensated for all authorized services provided. Please note:

- If a student provides a 24-hour notice of absence, the Interpreter will be notified and will not be paid for the scheduled class time.
- If a student provides less than 24-hour notice of absence, including NO SHOWS, the Interpreter will be reassigned. If another assignment is not available, the Interpreter will receive one hour of pay at the regular rate.

When interpreting for a class or other activity that lasts six hours or more, one thirty-minute meal break is required. This **unpaid** break must be noted on the timecard.

## **DIFFERENTIAL RATE**

The NOCCCD created a Differential Rate to ensure that Interpreters are fairly compensated for the work they perform. DSS will attempt to schedule Interpreters to work in teams for assignments of more than 90 minutes in order to provide students with the most effective service. However, it may not always be possible or necessary to make team interpreting assignments. Interpreters may charge hours at the Differential Rate if solo assignments of greater than 90 minutes are worked and the assignment requires constant signing.

Examples:

Solo assignment of a lecture class that is 2.5 hours = Differential Rate

Solo assignment of a computer class for 2.5 hours with the student working independently for most of the class = Regular Rate

## **TIMECARDS AND LOG SHEETS**

The pay period begins on the 16<sup>th</sup> of each month and ends the 15<sup>th</sup> of the next month. Time cards must be completed with all required information (name, Banner ID, rate of pay, etc.) and submitted along with Log Sheets (student name, class title, start/end times, etc.) no later than the **17<sup>th</sup> of each month**. Timecards must be completed on the electronic form provided by the DSS office. The timecard must be completed, printed, and signed. NOCE computers may be used to complete the timecard. Timecards received by the DSS office after the 17<sup>th</sup> of the month may result in a delay of payment. Log Sheets are to be filled out legibly at the time the service is provided and submitted along with the time card.

Note: If both Regular Rate and Differential Rate hours have been worked during the months, two separate timecards must be submitted.

## **REQUEST FOR TIME OFF**

Interpreters who will be missing an assignment due to illness of personal necessity must email [absence@noce.edu](mailto:absence@noce.edu) to inform the DSS office. Interpreters must provide the name of the assigned student, the time of the class and where the class is located on the email notification. To request time off in advance, Interpreters must complete a DSS Request for Leave form which can be obtained in the DSS office. The request should be made sufficiently in advance of the date of absence so that arrangements can be made for coverage of assigned classes. If DSS is not able to find a suitable substitute, the request may be denied.

## **INTERPRETER ABSENCES**

It is the goal of DSS to support our DHH students by providing consistent and reliable interpreting services. Although cancellation of Interpreter services may be unavoidable at times, such cancellations and absences have a detrimental impact upon student learning. Excessive absences or cancellations, whether planned or not, may result in a reduction of assignments or termination of employment.

## **STUDENT NO SHOWS & TARDINESS**

Interpreters are required to wait for a minimum of ten (10) minutes for each hour of assigned class time for students to arrive. If a class is scheduled for one hour, a ten-minute wait time is required. For a two-hour class, twenty minutes of wait time are required. For a three-hour class, thirty minutes of wait time. If the

instructor or student does not show up during the allotted wait time, the Interpreter will be compensated for one (1) hour of assignment regardless of the scheduled duration of the class. Interpreters are to report all such NO SHOWS to the DSS office immediately.

If a student contacts an Interpreter to inform of an absence, the Interpreter is required to inform the DSS office and remind the student to also do so. If a student does not attend a class, the Interpreter is to note the absence on the Log Sheet as a NO SHOW. If the student leaves class before the scheduled end time, the Interpreter must note the time of departure and report this to the DSS office.

## **INTRODUCTIONS**

Interpreters are expected to meet with and introduce themselves to the instructors with whom they will be working. Please arrive sufficiently in advance on the first day of the assignment in order to do so. Include the DHH student if the student wishes to be included in the introduction. Ask the instructor if they have had previous opportunities to work with DHH students or interpreting services. Remember that many instructors may have no previous experience with our services or students. You can be a vital resource to promote a more successful experience. The instructor should be made aware that it is standard practice to interpret everything that is said during the course of the assignment. The interpreter will also provide voice for any signed communication from the student. If the instructor has not had previous experience, the Interpreter may take the opportunity to explain the role of an Interpreter, the benefits of visual aids, and guidelines for interpreting material from a text that is read aloud in class. The Interpreter may also share any other ideas to improve the interpreting process and experience for the student and explain that they support the student and instructor as an active member of the educational team.

Interpreters may request extra copies of the text, all handouts, and any notes associated with the class to help in preparing for upcoming assignments.

## **TEAM INTERPRETING**

When working in a team situation, both Interpreters are required to arrive on time and to stay for the duration of the class. Interpreters should only leave the classroom during scheduled breaks and should return promptly. All team members should be constantly engaged in the team process. Team members rotate between primary and supportive roles. Primary roles are directed to students and include tasks such as signing and voicing. Support roles are necessary to enhance and improve the team effort. Support functions assure accurate and complete communication and include such activities as:

- Monitoring the overall classroom setting
- Assuring appropriate and timely transitions of team member roles
- Supporting/cueing other team members as appropriate

In team interpreting situations, Interpreters rotate at regular intervals of 20 to 30 minutes. Interpreters should rotate in a manner that assures continuity of message transmission (see RID standard practice paper Team Interpreting). Interpreters should not be using personal cell phones or engaging in other non-class related social activities when serving in the support role, even when there is class down time.

## **DRESS CODE**

Interpreters are expected to wear appropriate and professional attire when performing an assignment. Interpreters are part of the DSS team and represent the Department when on assignment. Interpreters are also representatives of the community of interpreters and the DHH community. Appearance and behavior reflects on the Department, School and the community. Use professional judgment at all times.

Professional appearance includes the following:

- Non-distracting shirt/blouse
- Pants/trousers/slacks that are clean and professional in appearance
- Skirts that are professional in appearance and of appropriate length
- Appropriately trimmed nails
- Hair worn neatly and away from the face

- No more than one ring on each hand/wrist watch/tasteful earrings Examples of non-acceptable attire/appearance:
- Apparel that disrupts the learning environment such as prints/shirts with logos
- Skirts that are inappropriately short or with high slits
- Sleeveless or revealing shirts/blouses
- Sweatshirts or sweatpants
- Ragged/worn/torn jeans
- Excessive jewelry that detracts from the learning environment
- Bright nail polish or excessively long fingernails
- Unprofessional footwear such as flip flops
- Unnatural and distracting hair color (two tones, blues/greens/orange, etc.)

DSS values our Interpreters. Adhering to the professional standards above will ensure the integrity of our instructional environment and will enhance student learning. Please be aware that failure to follow these guidelines may result in disciplinary action up to and including termination. Questions regarding professional attire or these guidelines should be directed to the DSS Director.

## **CONFIDENTIALITY**

Interpreters are expected to adhere to DSS standards regarding the confidential communications. Interpreters are not to share confidential information with other interpreters, faculty members, staff members, students or members of the public. If an Interpreter has a concern regarding the safety and/or well-being of a student, staff or others, that concern should be brought immediately and privately to the DSS Director, appropriate faculty member, or the DSS Counselor.

## **NON-DSS CLASSES**

Interpreters may not serve as tutors for students. If a student has question on material, the Interpreter should facilitate communication between the student and instructor or appropriate staff member of the class. If a DHH student appears to require substantial additional assistance in a lab, the Interpreter may encourage the student to schedule an appointment with a DSS Counselor to discuss options.



## Interpreter Handbook

I have read, understand, and agree to adhere to the expectations outlined in the Interpreter's Handbook.

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_