

***UNM***

***DHHS***

***Interpreter  
Handbook***



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## **Welcome**

Welcome to UNM! You are an important part of Deaf and Hard of Hearing Services/Accessibility Resource Center. As a professional Sign Language Interpreter you provide vital services to students who are Deaf or hard of hearing at UNM. Your skills enable the students to compete on an equal basis with other students at the University. With this position comes a responsibility both to the student and to Deaf and Hard of Hearing Services/Accessibility Resource Center. These guidelines are to inform you of what is expected of you and what you can expect from Deaf and Hard of Hearing Services/Accessibility Resource Center. They are not meant to cover every situation you may encounter but to give you basic information necessary to complete your work. It is hoped these guidelines will benefit students, staff, and Sign Language Interpreters to the fullest. Your full cooperation with the following guidelines will be greatly appreciated.

All interpreters employed at UNM are to follow the Code of Professional Conduct issued by the National Registry of Interpreters for the Deaf.

Because a Sign Language Interpreter often serves as a public relations person, it is important for a Sign Language Interpreter to be considerate and have empathy for those people with whom they are involved. Remember you are an important facilitator of communication. You are also an extension of this office and part of a teamwork approach to providing support services. Although questions may frequently be addressed to you, when in doubt about the answer or the propriety of a situation, the questions should be redirected to Deaf and Hard of Hearing Services/Accessibility Resource Center.

### **Mission Statement**

Accessibility Resource Center is committed to providing quality services for individuals with disabilities, ensuring equal access to the university environment while promoting self advocacy.

## Contact Information

Office Hours: Monday through Thursday 7:30am-6:00pm  
Summer, Breaks, and Fridays: 7:30am-5:00pm

DHHS General number: 277-6605 or 277-3506

DHHS email: [aretsek@unm.edu](mailto:aretsek@unm.edu) or [dhhs@unm.edu](mailto:dhhs@unm.edu)

Website: <http://as2.unm.edu>

## Staff

Amanda Retsek, Associate Director

Office phone: 277-2698 Email: [aretsek@unm.edu](mailto:aretsek@unm.edu)

Helen Arenholz, Staff Interpreter

Office phone: 277-2697 Email: [helenarn@unm.edu](mailto:helenarn@unm.edu)

Tommi Tejada, Staff Interpreter

Office phone: 277-2697 Email: [tommilin@unm.edu](mailto:tommilin@unm.edu)

## Interpreter Job Descriptions

**Associate Director:** Works with faculty, staff, and students to ensure that Deaf and hard of hearing persons have equal access to all programs and services offered at UNM. In addition, coordinates interpreter services, and oversees all academic accommodation offered to Deaf and hard of hearing students. Academic accommodations include, but are not limited to: signed language interpreting, real time captioning, notetaking, and assistive listening devices.

**Staff Interpreters:** Deaf and Hard of Hearing Services has two staff interpreter positions. Staff interpreters are permanent employees of UNM and must work a minimum of 20 hours a week. They provide interpreting services for classes, meetings, and other workshops or events offered by UNM. In addition they provide mentoring for newly hired or recently

graduated on-call Interpreters and to the Signed Language Interpreter Training Program's practicum students.

**Signed Language Interpreters I, II, or III:** These positions are "On-Call Employees" of UNM and work variable schedules. There are no guaranteed hours and you can only work a maximum of 1020 hours annually. Interpreters in these positions must be certified and provide interpreting services for classes, meetings, and other workshops or events offered by UNM that cannot fit into the staff interpreter schedules.

**Signed Language Interpreter Associates :** These positions are "On-Call Employees" of UNM and work variable schedules. There are no guaranteed hours and you can only work a maximum of 1020 hours annually. Interpreter associates must be candidates for certification and are placed in interpreting assignments when deemed appropriate in carefully chosen situations.

### **Pay Scale**

- Signed Language Interpreter I - \$25.00 per hour
- Signed Language Interpreter II - \$30.00 per hour
- Signed Language Interpreter III - \$35.00 per hour
- Signed Language Interpreter Associate - \$15.00 per hour

### **2 Hour-Minimum**

If you, the interpreter, are asked to accept an assignment less than 2 hours in length and it is the only assignment that you will have for that day you may claim 2 hours on your time sheet. This will hold true if the reason for not having more than one class is due to scheduling and not to conflicts with your availability.

### **Cancelations**

If an assignment is cancelled with less than 24 hours notice you will be paid for the class. In the event of a student no-show, wait the appropriate amount of time (20 minute per hour of class time). Once you have done that, you are free to leave the assignment. However, you must email or call DHHS immediately to report the no-show. Any delay in reporting the student no-show to DHHS may result in loss of payment.

## **Professionalism in Classroom**

Interpreters at UNM are expected to behave as professionals at all times. Our responsibility in the classroom is to facilitate communication. We are not classroom aides, teachers, helpers, or buddies. Although this issue is covered in the RID Code of Professional Conduct, it seems that this point must be reiterated. Of course, there are gray areas. There is sometimes a fine line between what is appropriate and what is not. If a professor asks you to do something and you don't feel comfortable doing it you must consider whether or not it would be best to talk to the professor now or just do it and talk with the professor after class. Interpreters are human and we all live in the real world. The important thing is that we are able to develop a working rapport with our consumers (hearing and deaf) and colleagues while maintaining "professionalism." If you ever have any questions regarding professional behavior in the classroom, please do not hesitate to ask DHHS.

Here is a list of some examples of the things that interpreters should avoid doing:

- Interpreters filling out an "evaluation of professors" form meant for students
- Interpreters telling the professors their personal business (e.g. the latest crisis)
- Interpreters participating in the class (e.g. raising their hand to answer questions)
- Interpreters showing up late and "making an entrance"
- Interpreters asking students if they did their homework
- Interpreters getting in arguments with students (Deaf or not)
- Interpreters not interpreting everything (e.g. censoring/deleting information)
- Interpreters not interpreting student's questions or comments

## **First Day/Week of class**

The first day of class you should plan on arriving early in order to introduce yourself to the student and arrange seating for yourself. Encourage the student to introduce you to the professor. With the student's permission, a letter will have been sent to the professor, prior to the first day of class, explaining the interpreting process, but you still may want to give a brief explanation about your role as the interpreter.

## **Probationary Period for Students and Interpreters**

The first three weeks of each semester is considered a probationary period during which time the Deaf/hard of hearing student can determine whether the interpreter assigned to the class meets his or her communication needs. Should the student feel her/his needs are not being met, s/he will need to contact the Associate Director and clearly state how their needs were not being met and a new interpreter request can be made at that time.

Should the interpreter feel that an assignment is inappropriate, either because it does not match that interpreter's skill level or because the interpreter feels s/he lacks knowledge or familiarity with the subject matter, s/he needs to notify the DHHS office as soon as possible and another interpreter will be assigned to the class. The Deaf/hard of hearing student will be notified immediately and given the opportunity to request a new interpreter of choice.

After the three week probationary period is up, the interpreter is considered on contract with UNM to provide the assigned service. The interpreter will only be removed from this assignment if the student drops out of the class or if the interpreter performs a gross breach of the RID Code of Professional Conduct, or another standard of behavior for UNM employees.

# Procedures

## Absence

Please notify the Associate Director as soon as you know you will be absent. Due to the nature of your job, if you are not there in class to interpret the student will suffer. It is vital that you contact the Associate Director **immediately** so a substitute interpreter can be arranged. It is always easier to find a substitute the day before the class instead of the morning of the class. Unfortunately, we do not always know that we will be sick. However, if you feel ill, it is best to contact the Associate Director during business hours as soon as possible to arrange for a substitute right away rather than waiting until the last minute.

- ❖ In cases other than illness, please notify the Associate Director as soon as possible when you are unable to interpret a regularly scheduled class. Failure to do so will result in a "no-show." Two "no-shows" will result in the interpreter's dismissal.
- ❖ In cases of illness, please call the Associate Director as soon as possible at the number given above. It is your responsibility to notify the Associate Director of your illness by 8:00 a.m. of the day you are to interpret. Failure to do so will result in a "no-show."
- ❖ Repeated absences without prior approval or repeated last-minute cancellations are grounds for dismissal.
- ❖ Please inform the Associate Director if there are any classroom changes in your assignment. This assists us when scheduling a substitute interpreter.
- ❖ DHHS documents all interpreter "no-shows" and they will be followed up with appropriate action.

## Punctuality

Professional interpreters are expected to arrive with enough time to deal with traffic, find parking, find the room, arrange seating and sit down before the assignment begins. During the first week of class, this is especially important so that you may introduce yourself to the professor and the student and arrange seating for yourself. If you cannot make it to class on time, regularly, then you need to excuse yourself from that class. Note your tardiness on your timesheet. If you are more than 10 minutes late you should subtract .25 hours from your timesheet; 30 minutes late subtract .5 hours and so on. You should always be punctual for class. Repeated tardiness will result in dismissal.

## **Dress Code**

Why have a dress code? Imagine you just attended an all day workshop presentation in Sign language. How do your eyes feel? Now, put yourself in the student's shoes. When a DHH student has to watch an interpreter for any length of time their eyes become tired. The reason interpreters traditionally wear solid colors that contrast with their skin tone is to reduce the eye fatigue of our clients. Patterns are distracting and bright colors reflect light which make the eyes tire faster.

What is UNM's interpreter dress code? Casual business attire in muted colors that contrast with your skin tone is essential. Remember, your behavior and appearance in the classroom reflects on the students, DHHS, and academic interpreters in general. You should maintain the dignity of a professional working in a post-secondary institution. It is important to use good judgment while dressing for work. If the class you are interpreting has specific dress requirements please follow those guidelines. They are there for your safety. We understand that you may have to go from one class to another and their dress requirements may not be the same. Do the best you can. Here are some general guidelines:

Shirts/Tops - Solid shirt/blouse that contrasts with your skin tone. No low cut necklines. No loud colored print or solid shirts (bright red, yellow, magenta, green e.g.). No t-shirts or sweatshirts.

Pants/Skirts – Nice “work” pants are expected. No ragged or worn jeans. No mini-skirts or skirts with high slits. When seated skirts should be able to cover the knee. Shorts may be permitted if part of a professional-looking “set”. Shorts are permitted in summer for PE classes and occasionally for classes in rooms without air conditioning but the shorts must be no more than 3 inches above the knee when standing.

Jewelry – Limited jewelry, nothing flashy. Reflected light and movement are visually distracting. No more than one ring per hand, earrings should not dangle, and necklaces should not interfere with signing. A watch is essential for teaming (nothing distracting). Tongue, eyebrow, neck, and or lip piercings are highly distracting and must be removed while interpreting. If you have tatoos on your arms or other areas that show, please wear clothing to cover them.

Grooming – Be professional, neat. Hair should be out of the face. Men should be clean-shaven or with facial hair short and well-trimmed. Nails -

Any color used should be neutral and match your skin tone. Short. Nails should not be so long that they affect the shape of your signs or make “clicking” noises.

## **Team Interpreting**

Team interpreting is utilization of two or more interpreters functioning as equal members of a team, switching responsibilities at pre-arranged intervals, and providing support and feedback to each other. The decision to use a team rather than an individual interpreter is generally based on:

- Length and/or complexity of the assignment
- Unique needs of the persons being served
- Dynamics of the setting

All team members are constantly active in the team process. They switch between primary and supportive roles. Primary Roles are directed to the consumers and include tasks such as signing and voicing. Support Roles are necessary to enhance the team’s performance and include:

- Monitoring the overall setting
- Assuring appropriate and timely transitions
- Prompting the primary interpreter

In team interpreting, interpreters switch at regular intervals, usually 20 to 30 minutes, while providing continuity in the message transmission (taken from the RID standard practice paper *Team Interpreting*).

### Benefits of Teaming

- Prevents physical and mental fatigue in interpreters
- Insures information is communicated to the student clearly and precisely
- Provides immediate, ongoing feedback to interpreters
- Increases interpreter’s vocabulary
- Builds a better working relationship between the interpreters teaming together

### Teaming /S:

- Jotting down notes, questions, and supportive thoughts
- Supporting and offering feeds to the interpreter in the primary
- Working together
- Being flexible

Teaming is *NOT*:

- Reading, emailing, or leaving the room when you are not interpreting
- Time to take a break
- “Off” the hook – Even though you are not signing you need to be involved in the interpreting process and know what is going on
- Time to hang out with your friend

## **Teaming – In Practice**

A good team member is professional, positive, supportive and “on task”

Before you start the assignment:

- Establish 20 or 30 minute intervals for switching
- If you want feedback, ask for it and be open to receiving it. If you aren’t asked to give it, don’t.
- Discuss how to “feed each other”

Switching

- The interpreter in the support role is responsible for watching the clock. Make sure you are using the same clock so there is no confusion.
- Switch at the end of a concept not when time is up. It is OK if you interpret a few minutes more or less than your team.
- Write down what time you are switching so there is no confusion

Notetaking

- If you write anything, share it with your team so they don’t feel like you are making secret notes about them.
- Write down vocabulary and possible sign choices
- Ask questions of your team
- Make notes of things you want to remember (signs, concepts, questions for your mentor...)
- Write down switching time

Feeding

- When you miss something look to your team. That is why we have teams.
- In order to “feed” properly, both team members must be paying attention
- When asked for a “feed” (the primary interpreter looks to you) make it short and sweet.

- The support interpreter should pay attention to what the speaker is doing visually (writing on the board, overheads) and be ready to give that information to the primary interpreter

## **Prep-time Guidelines**

On-call interpreters are able to schedule prep-time as needed for specific classes at UNM. All prep-time must be requested and then approved by the Associate Director for DHHS by the third week of the semester. Any prep-time appearing on a time sheet that is not pre-approved will not be paid.

Prep-time is to be used:

- reviewing signs to be used for class-specific vocabulary
  - reading the assignments in order to appropriately interpret the classroom lectures
  - meeting with your team to discuss sign choices and course material
  - previewing video tapes
- 
- In the event that the subject matter in the classroom is such that the interpreter needs to read the assignments, DHHS will purchase the text books and loan them to the interpreters. At the end of the semester, please return any borrowed books so that they may be added to the DHHS library for use by future interpreters or returned to the UNM Book Store for a refund.
  - Defer to the student(s) for their sign choices for vocabulary and concepts.
  - If an interpreter needs to view a videotape prior to a class/event the DHHS office will provide the interpreter with a room and the necessary equipment.
  - On-call interpreters scheduled for assignments lasting less than two hours need to use the balance of their two hour minimum to prepare for the assignment. Additional prep-time must be approved by the Associate Director.
  - On-call interpreters scheduled for one-hour classes separated by a single hour-long break are to use their break as time to prepare for an assignment. Additional prep-time must be approved by the Associate Director.

- On-Call Interpreters assigned to non-classroom events, such as guest lecturers or colloquiums, need to use the balance of their two hour minimum to prepare for the assignment. If the assignment is scheduled for 2 or more hours, the interpreter and Associate Director will agree on an appropriate amount of prep-time.

It is expected that interpreters will adhere to Tenet number 2.0 - Professionalism of the RID Code of Professional Conduct when preparing for both classroom and non-classroom assignments at UNM. By providing prep-time, DHHS is building in time for the interpreter to understand concepts and vocabulary used during lectures thus being able to “render the message faithfully by conveying the content and spirit of what is being communicated...” (RID Code of Professional Conduct, pp. 3)

### **Timesheet Instructions**

All timesheets are completed online. Please see Payroll Schedule for due dates.

- Log on to the Accessibility Resource Center website:  
<http://as2.unm.edu>
- Click on the link for “Web Based Time sheets” located on the left-hand side of the page

Follow the Instructions:

- Click on Accessibility Resource Center Timesheet (requires Adobe Acrobat Reader on PC).
- Timesheet will open in a browser window.
- Tab through the fields and fill in timesheet with your information.
- If you need information on the pay period click the Payroll schedule button.
- When finished save the file to your computer.
- Email the completed time sheet to [astime@unm.edu](mailto:astime@unm.edu)
- Make sure you attach the time sheet to the email

## **RID Code of Professional Conduct**

### Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

### **1.0 CONFIDENTIALITY**

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas. supervisors, interpreter team members, members of the educational team, hiring entities).

### **2.0 PROFESSIONALISM**

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

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

### **3.0 CONDUCT**

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

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

### **4.0 RESPECT FOR CONSUMERS**

Tenet: Interpreters demonstrate respect for consumers.

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

### **5.0 RESPECT FOR COLLEAGUES**

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

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

### **6.0 BUSINESS PRACTICES**

Tenet: Interpreters maintain ethical business practices.

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

### **7.0 PROFESSIONAL DEVELOPMENT**

Tenet: Interpreters engage in professional development.

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

# Campus Logistics

## Parking

- Interpreters will be issued parking permits by DHHS/Accessibility Resource Center.
- Interpreters must use these permits ONLY as directed on the back of the permit.
- Please understand that these permits cost DHHS/Accessibility Resource Center money and interpreters are responsible for their proper use and can be held liable in the event of misuse (such as resale or loss).
- Please understand that parking permits are to be used in conjunction with UNM DHHS interpreting assignments only. If on campus for any reason not related to interpreting for DHHS, interpreters agree not to use the On-Call Parking Permit.
- Please return any unused permits to DHHS at the end of each semester and/or upon the termination of hire at UNM and/or upon the cancellation of the events/classes for which the use of these permits was intended.

## Lobo ID

All UNM employees need to be sure they have a Lobo ID card. This is your official identification card for all UNM campus business.

To get a new Lobo Card:

- Visit the Lobo Card Office. They are located in the lower level in the north end of the Student Union building, room 1077.
- Bring a government-issued form of identification with you, such as your driver's license, passport, or military ID.
- Bring the authorization memo provide to you by DHHS.

## Johnson Center

The Johnson Center offers a wide variety of recreational programs available to you, including a fitness center, use of the basketball courts, and a lap pool. The cost per semester for on-call staff is \$40.00. If you are interested in using the Johnson Center, DHHS will provide you with a proof of employment memo.

# Student Policies

## Student No-Show Policy

What is a No-show? A student will receive a no-show when they are absent without notifying DHHS to cancel their interpreting or captioning services at least two hours before the beginning of their class.

### Avoiding a no-show

- To avoid a “no-show,” you must call DHHS. It is not necessary to give a reason for the absence.
- You can contact DHHS 24 hours a day:  
[dhhs@unm.edu](mailto:dhhs@unm.edu) or 277-6605
- You MUST call at least two hours before the class starts.
- When calling DHHS to report an absence please include:
  - 1) Name of class (for example: Math 110)
  - 2) Class time and day (8:00am to 8:50am)
  - 3) Name of interpreter (it would be helpful if you can remember)

### Absence

If you plan to be late for class, please notify the Program Specialist or DHHS so we can instruct the interpreter to wait for you. The interpreters have been instructed to wait ONLY 10 minutes per hour of class time. If you do not arrive within that time frame, the interpreter will notify DHHS of your absence and fill out a "no-show" form that will be placed in your file.

It is the student's responsibility to notify DHHS to cancel interpreter services at least 2 hours in advance when:

- You plan to miss class
- Room, day, or time of class is changed
- You are adding or dropping a class
- You are canceling any other activity for which an interpreter/captionist was requested

When you know you will be absent from class, notify the office immediately. If you are sick and do not know when you will be well enough to return, the Program Specialist will cancel services. It is the student's responsibility to call to request services be reinstated.

## Consequences for a No-Show

1. If a student is absent from class without notifying DHHS at least 2 hours before the beginning of class, the first two times they will be sent an *Absence Notice* reminding them to cancel services with DHHS.
2. If a student is absent a third time from class without notifying DHHS at least 2 hours before the beginning of class, they will be sent an *Absence Notice* and interpreting services will be suspended. To request to have your interpreter returned, you must call DHHS at least 24 hours before your class begins. Service for that specific class will resume.
3. If a student is absent a fourth time from class without notifying DHHS at least 2 hours before the beginning of class, they will be sent an *Absence Notice* and interpreting services will again be suspended. It is the student's responsibility to arrange a "Return of Interpreting Services" meeting with the Program Specialist to discuss the reinstatement of service. Service for that specific class will resume.
4. If a student is absent a fifth time from class without notifying DHHS at least 2 hours before the beginning of class, they will be sent a notice canceling their interpreting services. It is the student's responsibility to arrange a "Return of Interpreting Services" meeting with the Program Specialist and Director of Accessibility Resource Center to discuss the reinstatement of service. Service for that specific class will resume based on the student's "special request" for the class on a weekly basis.

# Student Agreement Form

## *Deaf and Hard of Hearing Services*

[dhhs@unm.edu](mailto:dhhs@unm.edu) / 277-6605 v/tty

It is the student's responsibility to be aware of the policies and procedures of DHHS. Please read the following and sign your name in the space below.

- The transcripts/notes I receive from my captionist/notetaker are for my academic use only. I may not share the notes.
- I must request interpreting/captioning services in a timely manner.
- I understand that all questions and comments will be directed to the instructor, not the interpreter. I also understand that the interpreters will sign and voice **every** question and comment made during class.
- Sign Language Interpreters/Real Time Captionists will only wait for me for 10 minutes per hour. If I do not show up, a no-show report will be filled-out and an *Absence Notice* will be sent to me.
- If I am absent from class without notifying DHHS at least two hours before my class, I will be sent an *Absence Notice*.
- If I am absent a third time from class without notifying DHHS at least 2 hours before the beginning of class, I will be sent an *Absence Notice* and services will be suspended.
- If I am absent a fifth time from class without notifying DHHS at least 2 hours before the beginning of class, I will be sent an *Absence Notice* and my services will be cancelled.
- If my services are suspended or cancelled, I understand that it is my responsibility to arrange a "Return of Interpreting/Captioning Services" meeting with the Program Specialist to discuss the reinstatement of service.

By signing this policy I understand that I am responsible for the above policies and procedures, as well as the procedures outlined in the Student Handbook.

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

DHHS Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please send a letter informing my professor about my accommodations:

Please Initial:      Yes \_\_\_\_\_      No \_\_\_\_\_

## **Interpreter Agreement**

### **DHHS Terms of Employment**

Upon being hired as a Signed Language Interpreter for the University of New Mexico

I, \_\_\_\_\_, agree to abide by the following:

- The Registry of Interpreters for the Deaf (RID) Code of Professional Conduct:
  1. Interpreters adhere to standards of confidential communication.
  2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
  3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
  4. Interpreters demonstrate respect for consumers.
  5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
  6. Interpreters maintain ethical business practices.
  7. Interpreters engage in professional development.
  
- I recognize that from the time I arrive at the University campus or assignment setting until the time I leave, I am viewed as an employee of UNM and my behavior must, at all times, reflect the professionalism expected from an employee. I will conduct myself as a professional at all times while at UNM.
- I understand that I am expected to arrive to an assignment with enough time to deal with traffic issues, finding a parking space, finding the room, arranging seating and sitting down before the assignment begins.
- In the event of a student no-show, I understand that after I have waited the appropriate amount of time, I am free to leave the assignment. However, any delay in reporting the student no-show to DHHS may result in loss of payment.
- I have read the Interpreter Handbook and agree to adhere to all the policies and procedures outlined in that handbook.

By signing this form I understand that I am responsible for and agree to all of the above.

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

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