



DEPARTMENT OF RECRUITMENT
AND STUDENT LIFE

NAIT SSD GUIDELINES

A Guide for Sign Language Interpreters 2011/12

**Services for Students with Disabilities
Recruitment and Student Life
Northern Alberta Institute of Technology**

Acknowledgements

Although disability supports vary among post-secondary schools, the following guidelines have been based on the common practices demonstrated by most post-secondary schools in Alberta and British Columbia.

The information contained in this guidebook was compiled from a variety of resources pertaining to disability services at post-secondary schools and disability associations in Alberta, British Columbia, Canada, United States and Britain. We would like to acknowledge the use of these resources and extend our appreciation and thanks to those individuals who have developed these excellent resources. We would also like to thank the NAIT Sign Language Interpreters for their valuable input and contribution during the development of this guidebook.

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Part One: Guidelines

1.0 Working in a Post-Secondary Setting

Students in a post-secondary environment are expected to be self-directed, independent learners. As adult students, much emphasis is put upon their ability to problem solve and self-advocate. Students have to self-identify and meet with the disability advisors to determine the most effective supports. If they do not do this, supports will not be in place and accommodations will not be established. Students who self-identify and request services have signed a release of information consent form in accordance with the Freedom of Information Protection and Privacy Act. This allows the appropriate staff to discuss matters that relate to academic accommodation with concerned parties only.

Within this system, the sign language interpreter is seen as a member of the educational team and thus is not only privy to the accommodation plans but is also responsible for the sharing of relevant information with the disability advisor. Examples of such information are:

- A faculty member who is uncomfortable or uncooperative;
- The student displays inappropriate behavior to the sign language interpreter;
- The student is absent without reason;
- The student refuses to follow the policies around service provision;
- There are problems around comprehension that may or may not have to do with the sign language interpreting that only the interpreter is able to discern;
- The workload changes;
- Other students display inappropriate behavior to the interpreter and/or student.

It is incumbent upon the sign language interpreter to understand his/her role as the professional in the environment and to participate in an educational setting that is not only safe and appropriate but is supportive and centered around the needs of the student.

1.1 Working at NAIT: Service Guidelines

Contracting of sign language interpreters will be based on the sign language interpreting skills required to meet student needs and preferences, and program/course requirements. NAIT recognizes that all sign language interpreting experiences are valuable toward advancing sign language interpreter skills and qualifications. Therefore, NAIT assigns all sign language interpreters on contract based on years of experience sign language interpreting, certification, formal education, years of experience sign language interpreting for NAIT programs, and seniority, while following the ACRID fee grid. Contracting exceptions may be considered when the needs of the student dictate or due to other extenuating circumstances. Final decisions regarding sign language interpreters rest with the Associate Director of Student Life.

1.2 Minimum Criteria

Preferred minimum criteria for contract sign language interpreters include the following:

- Graduation from a recognized Sign Language Interpreter Training Diploma or Degree Program,
- Minimum of two years experience in community sign language interpreting is preferred;
- Successful completion of the Written Test of Knowledge (WTK),
- Sign language interpreters are expected to be current members of the Association of Sign Language Interpreters of Alberta (ASLIA), and the Association of Visual Language Interpreters of Canada (AVLIC);
- Expected to regularly participate in sign language interpreter-specific educational opportunities, exceptions to the minimum criteria may be considered on an individual basis.

1.3 Application and Hiring Practice

Individuals who are interested in sign language interpreting at NAIT should submit his/her resume addressing the

preferred qualifications listed in section 1.2, directly to the Coordinator – Contracted Service and Staff Recruitment. Resumes should highlight the NAIT preferred qualifications listed in section 1.2 of this manual. The provision of NAIT sign language interpreting services is guided by the intent that the best qualified individual will be hired to meet student needs. The NAIT SSD office recognizes sign language interpreters who have committed their time to NAIT students over the previous years. Applicants will also be asked to provide professional and work-related references. The qualifications of successful applicants are individuals who demonstrate the ability to:

- Be bilingual (ASL and English) and bicultural (an understanding of deaf culture), have graduated from a Sign Language Interpreter Training Diploma or Degree Program, and demonstrate skill in a wide spectrum of ASL/English vocabulary choices to match student need;
- Accurately interpret the message in a fluent manner;
- Accurately deliver the content in both message and speaker/signer affect;
- Convey the essential elements of the message even though some supporting detail may have been omitted;
- Utilize different registers (eg. formal or informal language);
- Demonstrate a solid foundation of ASL features including time referencing, use of space, directionality, classifiers, semantic accuracy, facial grammar and non-manual markers, cohesive or linking devices, pausing/phrasing appropriate to ASL, and sign production;
- Present complete thoughts and complete sign language interpretation;
- Match speaker/signer affect;
- Match consumer’s language preferences for ASL/English sign language interpretation or transliteration (contact signing) (Livingston, S., et al, 1994);
- Monitor sign language interpreter output and correct as needed;
- Apply ethical principles in an educational setting.

1.4 Documentation Requirements

The following documentation is required:

- Current resume;
- Proof of current/active membership with provincial and national associations to be submitted annually;
- Photocopy of any educational degrees or diplomas;
- Documentation of number of years of experience (see “years of experience” definition in Section 1.5 Fee Grid).

1.5 Fee Grid

Fees will be based on the following criteria: certification, years of experience sign language interpreting, acquired education, and active ASLIA membership. Please note, the hourly fee paid is the rate specified on the Request for Contract form and it will not change throughout the course of the year. The rate paid reflects the sign language interpreting experience accumulated up to the date when the Request for Contract form is signed.

Suggested ASLIA Fee Grid for Active Members in Edmonton Community Settings (2009 to 2010)

Years of Experience*	Without Certification	With Certification***
0-3	\$23.00/hr	N/A
4-6**	\$29.00/hr	\$33.00/hr
7-9**	\$32.00/hr	\$36.00/hr
10-15**	\$35.00/hr	\$39.00/hr
15+	\$36.00/hr	\$41.00/hr

*One year of experience = 600 sign language interpreting hours. Movements up the grid will not occur more than once in any consecutive 12-month period.

** Amounts shown are the maximum hourly rates that are suggested to be charged by sign language interpreters with the maximum years experience in that category.

Eg. 9 years=\$32.00/hr, 7 years = \$32.00/hr

*** Certification refers to AVLIC’s COI and RID’s CSC or CT/CI combination.

The NAIT Services for Students with Disabilities office may also consult the Deaf & Hard of Hearing Society freelance interpreter fee grid when determining rate of pay.

Years of Experience:

YEARS OF EXPERIENCE is defined as the number of years the sign language interpreter has worked while earning a primary living income from sign language interpreting or, experience gained based on regular employment as a sign language interpreter. The spirit of this definition is that the interpreter must be **consistently**, and **constantly** involved in the task of sign language interpreting to acquire credit for years of experience.

CONSISTENTLY is defined as a minimum of 50 hours per month. *CONSTANTLY* is defined as nine months out of a twelve month calendar year. A sign language interpreter cannot acquire more than one year of experience in a twelve month period. Year anniversary is based on when the sign language interpreter entered the field (e.g., upon graduation of a sign language interpreter preparation program), or when the sign language interpreter began working regularly in the field. The philosophy behind the definition is to remunerate sign language interpreters based on a level of competency illustrated through practical years of experience.

YEARS OF EXPERIENCE are additive. If a sign language interpreter gains, for example, 7 years of full-time experience, leaves the field for 3 years to pursue other goals (potentially sign language interpreting occasionally - defined as fewer than 50 hours per month), then returns to the field on a regular basis (as defined above), then, at the time of re-entering the field, this sign language interpreter would be recognized as having acquired 7 years of experience, and at the completion of a subsequent twelve months of regular sign language interpreting, will have acquired 8 years of experience.

NB: Verification of years of experience interpreting must be supported by documentation, in addition to a resume, if you are a new contractor with NAIT. If you are a current contractor with NAIT and requesting a fee change, you must provide comprehensive documentation which indicates the additional years of experience sign language interpreting to justify the fee increase.

Education:

To be remunerated for educational credentials interpreters must have completed a post-secondary certificate, diploma, or university degree, other than a Sign Language Interpreter Training diploma. Currently, sign language interpreters who hold more than one degree are not remunerated at a different level than those who hold just one degree.

Sign Language Interpreters with ADDITIONAL post secondary education, other than a Sign Language Interpreter Training Diploma, may add an ADDITIONAL hourly maximum of:

Diploma/certificate	\$1.00
Degree	\$2.00

Certification:

Certification refers to the following credentials only:

- 1) The Association of Visual Language Interpreters of Canada's (AVLIC) American Sign Language / English Certificate of Interpretation - COI
- 2) The (American) Registry of Interpreters for the Deaf (RID) Comprehensive Skills Certificate - CSC or
- 3) Both of the (American) Registry of Interpreters for the Deaf (RID) Certificate of Interpretation and Certificate of Transliteration - CI/CT.

Certification from either AVLIC or RID requires membership within that organization to be current. As regulated by the professional organizations, any sign language interpreter allowing his/her membership to lapse relinquishes certification status. Sign Language Interpreters must be members of a local and national professional association. Sign language interpreters will be asked to provide, annually, proof of membership/certification from the organization that conferred the certificate.

All interpreters are encouraged to obtain the AVLIC Written Test of Knowledge (WTK) while on contract with NAIT.

1.6 Parking

Parking fees are the responsibility of the individual sign language interpreter. At the NAIT parking office, identify yourself as a contractor with NAIT who is providing services for the SSD office. You will be provided with a parking spot at one of the NAIT Edmonton campuses. Please note that availability of parking at all Edmonton NAIT campuses is limited. Parking availability is not guaranteed.

1.7 Job Description

Sign Language Interpreter

The sign language interpreter's primary responsibility is to provide high quality, visual communication for students in an educational setting. The individual will interpret and/or transliterate classroom lectures, classroom related activities, public events, and other assignments as directed by the SSD Advisor. Adequate preparation, attention to student and program relations, and ongoing professional development, are critical to this position.

Assignments vary according to the type of communication system needed, the technical or unique nature of the subject matter vocabulary, lecture content, the rate of the speaker's delivery of spoken material, the need for the student to participate in the instructional setting and the number of deaf or hard of hearing students being served simultaneously.

Sign language interpreters will abide by the Association of Visual Language Interpreters of Canada (AVLIC)/ASLIA Code of Ethics and Guidelines for Professional Conduct.

1.8 Letter of Agreement

Contractual Assignments and Letter of Agreement:

NAIT-SSD makes every effort to provide consistent guidelines for interpreting services. This includes the terms and details of the assignment, preparation time, teaming, the provision of course books, materials, safety equipment, language requirements, and pay scale.

Contracts will be signed and assignments will be confirmed upon student registration and enrollment (see Section 4.1, Appendix II and Appendix III).

1.9 Cancellation of Assignment/Classes

Should a student withdraw from a NAIT class or program, and the interpreter's assignment is cancelled, the sign language interpreter will receive a cancellation fee based on NAIT's Contract Terms and Conditions. Please note that sign language interpreters should be committed to work the full time period of the assignment. If this commitment cannot be honored, a minimum of two weeks written notice is required for permanent schedule changes. Your written notice of cancellation should be directed to the Associate Director of Student Life.

1. On-Going Assignments

Sign Language interpreters are appointed to an assignment per term or academic year. On-going assignments are assignments for which sign language interpreters are scheduled on a **regular** and **on-going** basis throughout the academic year, whereby an assignment may consist of a full-term of 32-34 weeks, or a semester of 14-17 weeks, or an apprenticeship-training period of 5-12 weeks. In the event that an assignment is terminated because the program has been cancelled, or the student has withdrawn, remuneration will be as follows:

Notice of Cancellation	Payment
14 or more calendar days before the start of the assignment	No payment
13 or fewer calendar days before the start of the assignment	Payment equivalent to two week's anticipated payment from cancelled assignment (includes instructional and lab hours only).
On or after the start of the assignment	Payment equivalent to two weeks anticipated payment from the cancelled assignment or the remainder of the assignment, whichever is less (includes instructional and lab hours only).

Compensation is not provided in the case whereby Sign Language Interpreter services are no longer required.

NB: In lieu of compensation, NAIT Services for Students with Disabilities may reassign the sign language interpreter to another assignment which could be comprised of varied interpreter-related duties consisting of a similar number of hours during the same general time frame (provided that the sign language interpreter feels qualified to perform such an assignment).

If the sign language interpreter chooses to decline this work for reasons other than lack of qualifications, then the cancellation fee may be forfeited. When there is not 48-hours notice of cancellation of service, such as, cancellation of a class or tutoring session, the interpreter will be paid for the contracted sign language interpreting time for that day. Sign language interpreters can invoice for cancelled classes or tutoring sessions, when the announcement or discovery of the cancellation is less than 48-hours. Therefore, in the event that more than 48-hours notice is given, cancelled classes would not be billed to the NAIT SSD department. It is expected during **paid** cancellations that sign language interpreters will in good faith utilize this extra time for preparation of future NAIT classes and/or assignments.

2. One-Time or Short-Term Assignments

Short-term assignments are those for which sign language interpreters are contracted for one time only or for an assignment consisting of less than 170 instructional hours. If, the sign language interpreter receives 48-hour cancellation notice or less, the assignment will be paid as follows:

Length of Assignment	Payment
One class and or up to 170 instructional hours	Payment will be up to a maximum of 15 hours or the full amount of the assignment whichever is less

Sign language interpreters can invoice for a maximum of 2 hours cancelled classes when the announcement or discovery of cancellation is less than 48-hour notice. Sign language interpreters are expected in good faith to utilize this **paid** time to do preparation. If the student provides more than 48 hours notice of his/her class absence, remuneration for the absence is not provided.

1.10 Substitutions

Sign language interpreters are expected to commit to work the full time period of the assignment. If this commitment cannot be honored, please notify the Associate Director of Student Life immediately. A minimum of two weeks written notice, submitted to the Associate Director of Student Life, is required for permanent schedule changes.

When a substitution of duties is required sign language interpreters should:

- Notify the student, the NAIT SSD office and the program area with as much notice as possible, preferably not less-than 24 hours in advance when late, sick or unable to attend to an assignment.
- IF you are absent, please arrange for a substitute interpreter for your assignments. Select an interpreter who has the adequate skills and background for your assignment, and immediately inform the NAIT SSD office, student, and instructor(s) or program area of the substitution. You will be responsible for billing directly for the substitute interpreter's time, and for paying the substitute interpreter. In the case that you require assistance with arranging a substitute, please contact Laura King at (lking@nait.ca) as soon as possible.
- Notify the SSD office of substitutions or when a class has been cancelled without notice.
- Consult with the Associate Director of Student Life before arranging a substitute interpreter for long-term or permanent replacements. The Associate Director of Student Life will have final discretion over substitutions.

If you are available as a replacement sign language interpreter, please notify the Associate Director of Student Life and the sign language interpreter of your availability as soon as possible in order to expedite reassignment of duties efficiently and with minimal disruption to the student and the program area.

1.11 Evaluations

Sign language interpreters may be asked to participate in a form of skill analysis as a means of determining or confirming individual competencies appropriate to the NAIT post-secondary environment. While sign language interpreting at NAIT, your performance may be observed and critiqued, in an effort for SSD to provide support, skills enhancement, development and role definition.

Students, instructors, and team sign language interpreters will be asked to offer feedback regarding sign language interpreting services experienced throughout the academic year. This will be done through a survey and/or interview administered by the SSD office. On occasion, sign language interpreters may be asked to report self-critiques.

Results of all feedback will be discussed with the interpreter and remain confidential.

1.12 Cancellation of Contract/Dismissal

The office of Services for Students with Disabilities reserves the right to release a sign language interpreter from his or her contract or assignment. Rationale for revoking contract agreements or sign language interpreting assignments can include, but is not restricted to: sign language interpreters who are unable to meet the responsibilities of the contract; sign language interpreters who are unreliable; sign language interpreters whose sign language interpreting skills do not meet the needs of the student, course or program area; sign language interpreters who violate the AVLIC Code of Ethics and Guidelines for Professional Conduct; or when a student withdraws from a class or program.

1.13 Contractor's Liability Insurance

Sign Language Interpreters are required to carry liability insurance as per the terms of their contract. It is a standard requirement for NAIT to include in contracts for services with businesses that are providing services to NAIT, that the service provider carry liability insurance coverage. The Sign Language Interpreter services are no exception.

With these types of services, there are a number of situations that could arise, which would expose NAIT, and the service provider, at risk. As with anyone working with our students, and particularly those students that might be considered "vulnerable" due to disability, a service provider could be at risk of a claim that services were provided negligently, causing a student to not succeed in their academic program. Other examples of types of claims that could arise – harassment, human rights complaints, breach of privacy.

Liability insurance gives protection to the service provider so that, if a claim arises and they are brought into the legal action, their insurer will defend the claim on their behalf (legal costs can be significant), and if they are found liable, the insurance will cover the awarded damages from the claim.

Sign Language Interpreters are not NAIT employees – they are independent contractors that provide services to NAIT – so NAIT is not responsible, in law, for their actions. By signing the contract with NAIT, Interpreters are agreeing that they will obtain general comprehensive liability insurance to the limits indicated. Carrying liability insurance is a normal requirement of carrying on a business, and the premiums for this type of coverage are a normal cost of operating a business.

Part Two: Responsibilities

The SSD Advisors and staff promote the belief that students can achieve their best in a learning environment that is fully accessible. This means fostering a team approach of practical, academic and emotional support for students with disabilities. The sign language interpreter is a highly valued and integral part of this team whether in the classroom, the lab, shop, or other campus venues. It is vital for sign language interpreters to understand their role as professionals in the post-secondary environment and to participate in an educational setting that is not only safe and appropriate but is supportive and centered around the needs of the student.

2.0 Interpreter's Responsibilities

- Commit to work the full period of the assigned time. If this commitment cannot be honored, a minimum of two weeks written notice is required for permanent schedule changes. Written notice should be directed to the NAIT SSD department.
- Adhere to AVLIC Code of Ethics and Guidelines for Professional Conduct (see Appendix A)
- Continue to assess team and student needs while maintaining the integrity of interpreting services in accordance with NAIT SSD Guidelines and AVLIC Code of Ethics and Guidelines for Professional Conduct.

Class Preparation

The interpreter will:

- Contact instructor(s) prior to class start date;
- Obtain required reading material for each course. Resources may be available from the Alternate Formant Coordinator, course instructor, the program area, or the Learning Resource Centre. The Alternate Format Coordinator can assist you in locating preparatory materials;
- Prepare for each assignment and become familiar with the course material. This includes pre-reading lecture material, previewing audio-visual materials, WebCT materials, and researching possible sign choices. Preparation may also include spending time with student(s) and team sign language interpreter(s) discussing sign symbols for course materials (see Section 2.2 for Preparation Guidelines).

Attendance

The interpreter will:

Notify the student, NAIT SSD office and Program/Instructor with advance notice preferably not less than 24 hours in advance when late, sick or unable to attend an assignment in order to facilitate placement of a substitute.

Arrange for a substitute sign language interpreter(s) for your assignment(s) by selecting a sign language interpreter from the NAIT list of current substitute sign language interpreters. Choose a sign language interpreter who has the adequate skills and background for your assignment, in addition, inform the NAIT SSD office, student and instructor(s) of the changes.

- Wait 15 minutes for a student to arrive for a 50 to 90 minute class and 30 minutes for a class longer than 90 minutes unless previous notification has been provided by the student.
- Contact NAIT SSD office when sign language interpreting services are not required as scheduled (eg. cancelled class or tutoring session) or when the student has missed more than two consecutive classes without notification.

Professionalism

The sign language interpreter will:

- Abide by the terms and conditions of your NAIT contract and the NAIT SSD Guidelines, including reporting lines within NAIT SSD department.
- Perform duties in a professional and ethical manner. In addition, the interpreter will be an active member of ACRID and AVLIC, and follow AVLIC's Code of Ethics including *Guidelines for Professional Conduct and Behavior*.
- Dress in clothing appropriate for the classroom and stay within program standards. Sign language interpreters are expected to present a professional image at all times.
- Introduce yourself to the instructor(s) and negotiate the necessary conditions required for providing sign language interpreting services for the student. If there are difficulties in having your needs met contact the Associate Director of Student Life.
- In consultation with the Associate Director of Student Life, obtain feedback from the student, classmates, and instructor(s) regarding the communication process, and presence of the sign language interpreter in the classroom, thereby adjusting services accordingly.
- Report, immediately to the Associate Director of Student Life, any difficulties arising between you and a student, you and the instructor, or any other concerns, so that the situation can be addressed effectively.
- Schedule **preparation** time in accordance with your assignment as detailed in the terms of the Letter of Agreement (see Appendix B) and Assignment Schedule (see Appendix C). It is expected that sign language interpreters will utilize down-time for class preparation particularly when paid for a cancelled class or tutoring session.
- Not invoice for lunches unless SSD work is being done during this timeframe and has been pre-approved by the Coordinator of Intake Advisors.
- Not invoice for services outside of the terms specified in the Letter of Agreement (see Appendix B) and Assignment Schedule (see Appendix C) unless prior approval from the SSD Advisor has been provided. Payment may be delayed if prior approval is not obtained.
- Use down-time for preparation. Down-time includes time during exams, group activities, when a student works independently in class, or when minimal communication is required during lab, shop or practicum. It is expected that this time is used for preparation and not for activities unrelated to sign language interpreting.
- Balance the sign language interpreting role with the goal of maximizing student independence.
- Participate as a member of the student's educational team (student, instructor, and SSD Advisor) in order to maximize educational success.
- Recommend instructors and program staff who demonstrated notable effort in accommodating the needs of the student and interpreter.

- Keep the SSD office informed of any changes of address, billing information, assignment scheduling, course related details (e.g., time and room changes), etc.
- Participate regularly in professional development.
- Submit a resume annually, upon contract commencement, detailing recent training, experience, and background interpreting. Please indicate areas of study you are knowledgeable in or are qualified to sign language interpret, and sign languages you are proficient in. Proof of active membership in professional interpreting associations is required.
- Share email with student so that student can communicate any class schedule changes or absences

2.1 Team Sign Language Interpreting Guidelines

Team sign language interpreting refers to the practice of using two sign language interpreters in situations that require a collaborative approach in order to provide a cohesive and accurate process. Generally, sign language interpreters who are scheduled to work two hours or longer in a role will be assigned a teammate. Exceptions may include shop, laboratory time, field studies, and continuing education classes, where there may be frequent pauses in communication for independent work. The SSD Advisor and the sign language interpreters will negotiate the teaming needs of a given assignment to ensure quality interpreting services for students, and a safe working environment for interpreters, while at the same time demonstrating financial responsibility to funders of the service.

We trust the sign language interpreters' continued assessment of team and student needs while maintaining the integrity of sign language interpreting services in accordance with NAIT SSD Guidelines and the AVLIC Code of Ethics and Guidelines for Professional Conduct. In the event that a team is no longer needed, we will expect the sign language interpreter(s) to notify the SSD Advisor and Associate Director of Student Life immediately.

Interpreter Teaming with CART:

In some instances, CART providers may be the sign language interpreter's teammate. When both services are available in class, the CART service may be the primary service of the lecture depending on the needs of the student. Sign language interpreting will be used for dialogue interactions (e.g., small group work, interchanges between the student and the instructor), and possibly for short periods when the student needs to rest his/her eyes from reading the CART transcription. Sign language interpreters should not be interpreting entire lectures while CART services are being provided at the same time; this would indicate an unnecessary redundancy in services.

Examinations:

In a teamed course, only one sign language interpreter is required for exams. An exam schedule is available well in advance of the exam dates. Therefore, only one sign language interpreter should attend exams and subsequently invoice for the time used during the exam. Please discuss the need for two sign language interpreters during an exam with the SSD Advisor.

Additional Team Guidelines:

- 1. Length of Class:** Generally, any classroom situation over two hours is teamed unless adequate breaks are provided. The complexity of academic material and the dynamics of each situation should be considered when making decisions regarding teamed interpreting.
- 2. Complexity of the Program:** Content that is jargon based and/or highly technical in nature may require the support of teamed sign language interpreting to ensure that the message is interpreted accurately. Interactive communication between students and instructor or when a lecture is interspersed with videos or demonstrations may require teaming.
- 3. Profile of the Student:** If the student speaks for him or herself, teaming may not be required. On the other hand, if the student has more complex needs, (e.g., ESL/ASL/SEE) in all likelihood, teaming will be required.
- 4. Profile of the Instructor:** Variables such as accents and fast paced presentation styles may require teaming support. Generally, a sign language interpreter has his/her back to the instructor and can be at a disadvantage in terms of comprehending and communicating the message, therefore, requiring the support of a team sign language interpreter for clarification.
- 5. Class Structure:** The following factors may necessitate more than one sign language interpreter: small group or classroom vs. large theatre, physical layout of the room, lighting and other elements, and for a wide range of language needs in one classroom (e.g., ASL users, contact sign users, and oral deaf students). A team of sign language interpreters may not be needed when the structure of the class and or exam situation is based primarily on independent student work and the need for direct communication is minimal (e.g., lab setting, shop, independent group work, field placement or exams).
- 6. Interpreter Experience:** The teaming needs of a sign language interpreter who has previously worked with the student, instructor or program may be reduced compared to an interpreter new to the situation.

7. Scheduling Profile: If a sign language interpreter has a fulltime assignment, his/her ability to work independently will likely be reduced. However, if the setting is slow paced and the delivery allows for significant breaks, this may reduce the need for teaming.

These are general guidelines around teamed sign language interpreting, however, it is always best to determine teaming on a case by case basis, taking into account all of the factors, in a collaborative process between the sign language interpreter, student, faculty and SSD Advisor. We trust the sign language interpreters' continued assessment of team and student needs while maintaining the integrity of sign language interpreting services. In the event that a team is no longer needed, we will expect the sign language interpreter(s) to notify the SSD Advisor immediately.

2.2 Preparation Guidelines

Preparation refers to required activities that assist sign language interpreters in providing message equivalency in the sign language interpretation (what the instructor means is fully conveyed to the deaf student and vice versa). Preparation helps the sign language interpreter use appropriate linguistic and cultural tools, understand course content, and determine the appropriate sign language interpreting process with students and colleagues in a teamed interpreting situation.

It is expected that sign language interpreters will accept assignments for which they are qualified. Thus, the activities of reviewing basic vocabulary and content knowledge, as well as presentation format are not usually covered in preparation time.

Paid Preparation Time:

Preparation time is paid at a **ratio of one to three for lectures** and **one to four for laboratory or shop** classes. In other words, for every three hours of lecture or four hours of lab or shop, one hour of paid preparation time can be invoiced, **if used**. It is expected that sign language interpreting "down-time", will be used for preparation purposes. If sign language interpreters bring other "recreational" reading material or engage in non-related sign language interpreting activities during down-time, then equivalent preparation time must be done on the sign language interpreter's "personal" time.

In cases where interpreters "actively" interpret less than the paid daily two hour minimum, then the remaining portion of the paid interpreting time should be accounted for as paid preparation time. Hence, if a class is cancelled with less than the requisite notice, NAIT would be invoiced for the class. This time should be utilized for paid preparation time.

NB. If less than the three to one or four to one ratio is needed, it is expected that **actual** preparation time used will be invoiced. If a situation arises when more than the three to one or the four to one ratio may be needed, then, this must be brought to the attention of the SSD Advisor and Associate Director of Student Life along with a written rationale before submitting an invoice. If permission is granted for additional preparation hours, please include a written rationale with the invoice. Circumstances will be reviewed on a case-by-case basis keeping in mind program complexity, needs of the student, and fiscal responsibility to the funding agent.

Preparation Guidelines:

In keeping with the 1:3 and 1:4 preparation ratios, the actual amount of preparation depends on the course, or program, content and structure, the sign language interpreter's previous familiarity with the course content, and the student's profile. The following factors should serve as a guide when determining the amount of preparation time:

- Course/program content - less complex material requires less preparation or previous experience with course will require less preparation.
- Course/program structure - less active and diverse structures with more self-study or hands on time requires less preparation.
- Student profile – the student's linguistic background in both English and ASL will affect the interpretation process and the amount of interpretation that is required.

The SSD office will make every effort to educate program staff and instructors about the importance of providing access to preparation materials. **NB: Before obtaining preparation materials from the program area please consult with the SSD Advisor regarding procedures for acquiring preparation materials.** Preparation activities may include:

- Reading texts and classroom materials, including handouts, graphics and discs, as well as courses via computer (Web CT materials).

- Developing content vocabulary, for technical terms, jargon, and other types of vocabulary used in a specific way.
- Previewing and/or transcribing videos, audiotapes and any other form of prepackaged materials.
- Meeting with the instructor, guest speakers or other students to gather specific information, such as the presenter's goal, handouts or other materials. **NB: Please consult first with the SSD Advisor regarding program contact protocol.**
- Working with a teammate or student to share information, agree upon terminology or other materials.

The required preparation time and preparation ratios for classes, labs, shop, and field placements will be detailed in the Letter of Assignment. Preparation can be scheduled:

- Before or after class time to work with the student or instructor, or to prepare using the class materials.
- During interpreting "down-time", which may occur during lab, shop-time, field placement, when minimal communication assistance is required, or during breaks between scheduled classes, during student self-study, or during examination periods.
- During paid class cancellation time.
- As a separate block of time.

These are general guidelines around preparation time, however, it is always best to determine preparation on a case-by-case basis, taking into account all of the factors, in a collaborative process between the interpreter, student, faculty and SSD Advisor.

2.3 SSD Responsibilities

The level of sign language interpreting services provided will be determined on a case-by-case basis. The Institution agrees that the following are its responsibilities in relation to sign language interpreting services:

- Where such services can be provided without undue hardships NAIT will make reasonable attempts to provide some level of sign language interpreting services for:
 - Classes full-time, part-time, continuing education and apprenticeship training;
 - Appointments on campus;
 - Labs;
 - Seminars;
 - Field placements;
 - Exams;
 - Class related meetings (e.g., appointments with instructors, group project meetings);
 - Special events at NAIT which will be funded by the Institution (e.g. graduation ceremonies);
 - Institutionally based services (e.g., counseling services, employment services).
- Schedule assignments in the most efficient and effective manner possible, including the following factors (in no particular order of importance):
 - Employing team sign language interpreters as required;
 - Maintain consistency and continuity of sign language interpreters from term to term, unless the needs of the student are not being met or unforeseen circumstances dictate otherwise;
 - Sign language interpreter availability;
 - Student needs and preferences;
 - Program area requirements;
 - Sign language interpreter abilities and background;
 - Fiscal responsibilities.
- Inform students about sign language interpreting services and their responsibilities.
- Provide an overview, including an explanation of NAIT SSD services and the sign language interpreter role, to the student's instructors at the beginning of the term.
- Arrange a meeting so that instructors and sign language interpreters can meet and exchange relevant information prior to the start of classes such as instructors' names, classroom locations, class schedules, course outlines, videos, textbooks/course materials and safety equipment (eg., lab coats, goggles) as necessary and as available, preferably before the course begins.
- Encourage instructors to provide a break in their class schedule to accommodate sign language interpreters.
- Provide sign language interpreters with relevant guidelines and procedures, including reporting lines within the NAIT SSD department.
- Provide authorization for available (if available) parking on campus. Parking fees are the responsibility of the individual interpreter (see Part One, Section 1.6).
- Assist interpreters with course preparation, such as providing:

- Required readings for assigned courses, when available;
 - Preparation materials may be provided in electronic text and or hard copy;
 - Photocopies of required reading materials when alternate measures of obtaining resources are not available; documents must be brought to SSD for photocopying and depending on time constraints, sign language interpreters may be required to do the photocopying themselves.
- Act as a liaison between interpreters, students, instructors and Program Chairs.
 - Communicate with sign language interpreters regarding scheduling, interpreting concerns, and school affairs.
 - Provide current NAIT contracted sign language interpreters with an approved email contact list of NAIT contracted sign language interpreters available for substitution duties.
 - Share feedback with the sign language interpreter regarding service delivery, with the student's written permission in accordance with the Freedom of Information Act.
 - Develop an evaluation process for sign language interpreting services facilitating support, guidance and feedback to the interpreters, as required, regarding individual abilities as an interpreter in a post-secondary setting. This may be done through classroom observation, individual meetings, and feedback obtained from students.
 - Invite sign language interpreters to use School services such as a Security Guard escort to parking lot.
 - Co-ordinate payment for interpreting services in accordance with NAIT contract "Terms and Conditions".
NB: Please be advised that invoices are paid on a net-30 basis
 - Give preference to sign language interpreters who provide documentation of formal training in the field, who are members of AVLIC and ASLIA, who participate regularly in professional development, and who have taken the WTK, and have been deemed "competent".
 - Assess each assignment to determine the need for additional sign language interpreters or other educational support services. This assessment will include consideration of physical demands, length and complexity of the assignment, etc. Discussion may occur with the interpreters, instructors, students and others as necessary (see Part Two, Section 2.1 Teaming Guidelines).
 - Determine preparation time between the coordinator/sign language interpreter/student. Preparation time may vary significantly, in keeping with the 1:3 and 1:4 ratios, depending on the assignment, sign language interpreter experience, etc., (see Part Two, Section 2.2 Preparation Guidelines).
 - Reassess service provisions, should the conditions of the class assignment change (e.g., physical demands, length and complexity of the assignment, etc.).
 - If the student is doing a presentation ensure the sign language interpreter has received preparation materials (group work, presentation materials) for the class/program.
 - Consult with the disability services funder when the demand for service exceeds the available funding, and/or when issues arise regarding educationally sound delivery of the service.

2.4 Student Responsibilities

To ensure efficient delivery of service, the student should:

- Meet with a NAIT SSD Advisor to discuss sign language interpreting requirements at least 4-6 months in advance of class start date(s).
- Discuss communication preferences with the NAIT SSD Advisor.
- Meet college/institution deadlines for registration, program acceptance and enrollment.
- Confirm interpreting requirements at the time of admission with the NAIT SSD Advisor to ensure a sign language interpreter(s) will be available.
- Notify the NAIT SSD Advisor of the program schedule and or any changes to the schedule upon acceptance to the NAIT and throughout the academic year.
- Make an introduction to the instructor and review required services.
- Discuss communication preferences with the sign language interpreter(s) and SSD Advisor.
- Notify the SSD Advisor immediately if the sign language interpreting service is not meeting required needs.

The student should also:

- Work with the sign language interpreter(s) and instructor(s) on communication strategies for technical and other specialized language components.
- Advise the sign language interpreter(s) when it is difficult to understand the signs being used.
- Check that the sign language interpreter is available for out-of-class assignments (e.g., group projects, examinations, seminars, tutoring sessions, etc.).

In addition, the student should:

- Contact the interpreter with as much notice as possible (preferably not less than 24 hours in advance) when late, sick or unable to attend class, or the class has been cancelled. If the student has not notified the interpreter and does not attend class, the interpreter will wait for a student for 15 minutes for a 50-90 minute class or less and 30 minutes for a class longer than 90 minutes.
- Please note that the SSD department will be invoiced for sign language interpreting services when not provided with adequate notice of an absence. Frequent absences could affect continued funding and delivery of the student's sign language interpreting services.
- Meet with NAIT SSD to discuss service delivery if sign language interpreting services are cancelled without 24 hours notice two or more times. Student absences without notice or good cause may result in suspension of sign language interpreting services until the student meets with NAIT SSD to discuss service delivery.
- Contact NAIT SSD after deciding to withdraw from a course or no longer attend a course for which sign language interpreting services were being provided.

2.5 Faculty Responsibilities

Instructor's Role

In order to enhance the communication process for the student, the instructor will:

- Use visual aids such as overheads, diagrams, charts and other visual media whenever possible enabling the student to absorb class information more readily.
- Provide the sign language interpreter with course content preparation material ahead of time to allow the sign language interpreter to become familiar with it and, thereby, produce a more refined interpretation of the lecture.
- Consider lag time during classroom discussions, and questions and answer periods.
- Ensure that all participants speak clearly and one at a time so that the sign language interpreter and student may follow.
- Speak directly to the student and not the sign language interpreter.
- Keep in mind that new technical terms and names need to be finger spelled to the student. Therefore, new technical terms should be displayed visually or spell technical terms out loud to ensure accuracy for the sign language interpreter and the student.
- Provide the service provider with new technical terms ahead of time to allow for improved accuracy in the transmission of these terms.
- Allow the student to complete one task before giving instructions for the next task because the student cannot receive spoken instructions while reading, writing or doing manual work like hearing students.
- Avoid obstructing the student's view of the sign language interpreter and the interpreter's view of the student and instructor.
- Remember that the sign language interpreter is required to interpret everything that he/she hears and sees whether the conversation is directed to the student or not.
- Whenever possible, advise the sign language interpreter within 24 hours of any class cancellations or schedule changes.
- Whenever possible, select captioned audio-visual materials to ease access to this information for deaf and hard of hearing students.
- Know that the sign language interpreter will wait for the arrival of the student for 15 minutes after the start of a 50-90 minute class, and 30 minutes after the start of a class running longer than 90 minutes.

2.6 Communication Strategies for the Classroom

The following communication strategies have been provided to Instructors as a guideline to follow during their communication with a deaf or hard of hearing student. We have included these strategies in the Interpreter's Guidelines for your reference. NAIT SSD department values your input regarding communication strategies for Instructors. Please forward any feedback you may have to the SSD Advisor.

Communication Strategies for Instructors

Communication methods used with a deaf or hard of hearing student in the classroom or one-on-one can vary slightly. When you are speaking to the student one-on-one outside of the classroom, for example, when a sign language interpreter may not be present, the student may rely on writing notes in order to communicate or in some situations will rely heavily on speech reading. Some speech sounds we produce are visible on the lips but many sounds are not visible. Contextual clues are an important part of speech reading. With this knowledge, you can

assist comprehension of your message by speaking slowly (not too slowly) and clearly, but do not exaggerate or over-emphasize words because this distorts lip movements. Other pointers to keep in mind are to look directly at the student, use natural gestures or pointing to clarify your message or lastly, you can write things down. In addition, if the student is not able to read lips, please provide a copy of the lecture and communicate with the student in writing when possible.

Communication strategies used in the classroom can include the following methods:

- Reserve seating in the classroom that will position the student in such a way that he/she can see both you and the sign language interpreter.
- Ensure that you have the student's attention before speaking. If not, you could lightly tap the student's shoulder or arm, or gently wave your hand.
- When speaking directly to the student maintain eye contact with the student. Do not turn away in the middle of a sentence. Direct your comments or a question to the student, even if a third party is present such as a sign language interpreter.
- Re-phrase a word or a sentence if it was not understood the first time, rather than repeating the same words or phrase.
- Speak normally without over-enunciating or speaking loudly unless the circumstances require it. If you tend to speak quickly especially during lectures, try to moderate your pace.
- Avoid communicating when moving as facial visibility may be reduced and background sounds may be distracting.
- Repeat questions or statements communicated by other students.

Part Three: Financial

3.0 Communication Protocol

The following are the preferred lines of communication for the SSD department, program areas, and the payroll department, pertaining to issues that may arise throughout the course of the academic year.

SSD Advisor:

The preferred mode of communication with the SSD Advisor is by email or phone. If your issue is urgent, in addition to contacting the SSD Advisor, please also call the SSD office. Please also provide direction on how best you can be contacted.

SSD Invoicing

Please follow up with the Coordinator – Contracted Services and Staff Recruitment, if you have questions regarding the payment of your invoice or if you have any questions on invoicing.

3.1 Invoicing Procedures

Sign language interpreters are considered to be independent contractors and are, therefore, responsible for their own personal income tax, CPP, disability insurance, GST registration, and other such deductions and expenses. Contractors must complete and submit invoices weekly, following the deadlines as they are provided by the SSD office.

Sign language interpreters will invoice using the SSD department sign language interpreter invoice format as a guideline. Please refer to **Appendix D**. Invoices will detail hours worked each day, for each student, per pay period. Invoices will be submitted in hard copy to the SSD department using the SSD department sign language interpreter invoice format as a guideline. When submitting your invoice, please include the invoice number and billing period in the subject line. It is also helpful to include in the title of your invoice, the invoice number, student name, and billing period. Along with weekly invoices, contract staff are required to have the student verify (by signature) the sign language interpreting services provided directly to the student. Interpreters may use their discretion on how best to obtain weekly student verification (by signature) of their services. SSD staff will verify additional time billed to SSD by referring to the information provided by the sign language interpreter. Invoices should be submitted on or before the deadline established by the SSD office. The deadline for invoice submission is Friday. **Late invoices and/or invoices with errors** that are not corrected before the deadline **will be processed in the following pay period**.

Invoice forms will include the following information:

- Your name;
- Your contact information;
- Pay period dates;
- Name(s) of student(s);
- Hours worked per class and per day;
- Hours used for preparation per day;
- Hours totaled per student;
- Hours totaled per pay period;
- Your hourly rate;
- Earnings totaled per pay period;
- GST calculation, if applicable;
- GST registration number, if applicable;
- Invoices will include a statement indicating that you verify the information detailed on your invoice is accurate and correct, and that your invoice accurately reflects the hours you have actually worked;
- Invoices should be accompanied with student verification (by signature) of sign language interpreter services provided directly to the student;
- Include the date the invoice was submitted to the SSD department;
- Provide a written rationale on each invoice when the 1:3 or 1:4 preparation ratios have been exceeded. Please note prior approval from the SSD Advisor must be obtained before submitting invoices exceeding billing guidelines.

Sign language Interpreters will be paid a minimum of two hours cumulative **per day**. When class time is less than two hours per day, preparation time is expected to make up the difference.

In a teamed class, only one sign language interpreter is required for exams, which are announced well in advance of the exam dates. Therefore, only one sign language interpreter should attend and invoice for this exam. It is expected that team interpreters will cooperate in determining who will interpret for exam situations.

NB: Contracted sign language interpreters are not paid for statutory holidays, or granted paid vacation time. Contracted interpreters are not paid for lunch breaks except in situation when the sign language interpreter is attending to SSD related duties, as pre-approved by the Coordinator of Intake Advisors.

NB: Contracted sign language interpreters must obtain prior approval from the SSD Advisor and Associate Director of Student Life to invoice for sign language interpreting duties not detailed on their Letter of Agreement and Assignment Schedule. A delay in payment may occur if prior approval is not obtained.

Contracted sign language interpreters will receive payment in timely manner, and cheques will be direct-deposited to your designated bank account. **PLEASE NOTE that invoices are paid on a net-30 basis.** Thereafter, subsequent invoices are generally paid on a weekly or bi-weekly basis.

3.2 Contact Information -NAIT Services for Students with Disabilities

Location:

NAIT Services for Students with Disabilities (SSD) is part of the department of Recruitment and Student Life and located together with the Counseling department. The main SSD offices are located at NAIT Main Campus in the NAIT HP Centre, Room W111PB. In addition, disability services can also be extended to NAIT satellite campuses located in Edmonton and Northern Alberta, and to students studying at a distance.

Services for Students with Disabilities

NAIT HP Centre, W111PB
10504 Princess Elizabeth Avenue
EDMONTON, Alberta
(780) 378-6133
ssd@nait.ca

Hours:

The Services for Students with Disabilities office is open Monday to Friday from 8:00 a.m. to 4:30 p.m.

How to Contact SSD Staff:

SSD Main Reception (780) 378-6133

TBA (780) 378-6906
Dr. Rhonda Gora (780) 378-5055
Pat Edelstein (780) 471-8862

Director of Recruitment and Student Life
Associate Director of Student Life
Manager, Academic Support Services

COORDINATORS AND ADMINISTRATIVE SUPPORT

Lisi Monro (780) 378-6134
Andrea Taylor (780) 491-3046
TBA (780) 378-6934
Thelma Strome (780) 471-7551
Jenna Williams (780) 378-5046
Nettie Wong (780) 378-5996

Coordinator, Contracted Services & Recruitment
Tutor Coordinator
Exam Coordinator
Administrative Support for Exam Coordinator
Alternate Format Coordinator
Administrative Support for AT/AF Coordinator

SSD ADVISORS

Wendy Marusin (780) 378-5028
Ruth Fraser (780) 378-6137
Laura King (780) 491-3181
Pam Patten (780) 378-6136
Sandhya Pillai (780) 378-5004
Jennifer Ross (780) 378-1071
Elizabeth Commandeur (780)378-1049

Coordinator, Intake Advisors
Student Advisor
Student Advisor
Student Advisor
Student Advisor: Souch Campus
Support Services Coordinator: Patricia Campus
Support Services Coordinator: Souch Campus

Part Four: Appendices

Appendix A: AVLIC Code of Ethics Guidelines for Professional Conduct¹



ASSOCIATION OF VISUAL LANGUAGE INTERPRETERS OF CANADA

The Association of Visual Language Interpreters of Canada (AVLIC) expects its members¹ to maintain high standards of professional conduct in their capacity and identity as an interpreter. Members are required to abide by the Code of Ethics and follow the Guidelines for Professional Conduct as a condition of membership in the organization.

This document articulates ethical principles, values, and standards of conduct to guide all members of AVLIC in their pursuit of professional practice. It is intended to provide direction to interpreters for ethical and professional decision-making in their day-to-day work. The Code of Ethics and Guidelines for Professional Conduct is the mechanism by which the public is protected in the delivery of service.

VALUES UNDERLYING THE CODE OF ETHICS & GUIDELINES FOR PROFESSIONAL CONDUCT

AVLIC values:

1. **Professional accountability:**
Accepting responsibility for professional decisions and actions.
2. **Professional competence:**
Committing to provide quality professional service throughout one's practice.
3. **Non-discrimination:**
Approaching professional service with respect and cultural sensitivity.
4. **Integrity in professional relationships:**
Dealing honestly and fairly with consumers and colleagues.
5. **Integrity in business practices:**
Dealing honestly and ethically in all business practices.

Members are to understand that each of these core values and accompanying sections are to be considered when making ethical and professional decisions in their capacity and identity as an interpreter. These values are of equal weight and importance.

¹ Members, for the purpose of this document, refers to both Deaf and hearing individuals who hold either Active or Supporting membership.

¹ Association of Visual Language Interpreters of Canada (AVLIC) website, 2007.

Code of Ethics and Guidelines for Professional Conduct

1.0 **PROFESSIONAL ACCOUNTABILITY: Interpreters accept responsibility for all professional decisions made and actions taken.**

1.1 **Confidentiality**

- 1.1.1 Members will respect the privacy of consumers and hold in confidence all information obtained in the course of professional service. Members may be released from this obligation only with their consumers' authorization or when ordered by law.
- 1.1.2 Where necessary, a member may exchange pertinent information with a colleague in order to provide consistent quality of service. This will be done in a manner that protects the information and the consumers.
- 1.1.3 Members need to be aware that other professional codes of conduct may impact upon their work. In such circumstances, members will make appropriate professional decisions and conduct themselves in a manner befitting the setting and the profession.

1.2 **Professional Conduct**

- 1.2.1 Members will hold the needs of consumers primary when making professional decisions.
- 1.2.2 Members shall recognize that all work undertaken by them on an individual basis, whether pro bono or paid, will ultimately reflect the integrity of themselves and of the profession.
- 1.2.3 Members shall conduct themselves in a professional manner at all times. They shall not badger or coerce individuals or agencies to use their professional services.
- 1.2.4 Members shall take into account the limitations of their abilities, knowledge and the resources available to them prior to accepting work. They will remove themselves from a given setting when they realize an inability to provide professional service.
- 1.2.5 Members must be aware of personal circumstances or conflict of interest that might interfere with their effectiveness. They will refrain from conduct that can lead to substandard performance and/or harm² to anyone including themselves and consumers.
- 1.2.6 Members are accountable to AVLIC and to their local chapter affiliate for their professional and ethical conduct. Further, members are responsible to discuss and resolve, in a professional manner, issues arising from breaches of ethical or professional conduct on the part of individual colleagues after they are observed. In the case where these breaches are potentially harmful to others or chronic, and attempts to resolve the issue have not been successful, such conduct should be reported to AVLIC

² Harm refers to injurious behaviour that causes distress to the person. This can include but is not limited to actions which are sexual, physical, emotional or verbal in nature. It can also include performance of duties while under the influence of alcohol, drugs or mind-altering substances.

and/or their local chapter affiliate in a manner directed by the appropriate grievance procedure.

1.3 Scope of Practice

- 1.3.1 Members will refrain from using their professional role to perform other functions that lie beyond the scope of an interpreting assignment and the parameters of their professional duties. They will not counsel, advise, or interject personal opinions.
- 1.3.2 When functioning as part of a professional team (e.g., education, legal, medical and mental health settings) it is understood that members will limit their expertise to interpretation. In such settings, it may be appropriate for members to comment on the overall effectiveness of communication, the interpreting process and to suggest appropriate resources and referrals. This should be done only within the context of the professional team.
- 1.3.3 Members will refrain from manipulating work situations for personal benefit or gain. When working as independent contractors, members may promote their professional services within the scope of their practice. When working under the auspices of an agency or other employer, it is not ethical for the members to promote their professional services independent of the agency or employer.

1.4 Integrity of Service

Members will demonstrate sound professional judgment and accept responsibility for their decisions. Members will make every attempt to avoid situations that constitute a real or perceived conflict of interest. Members will ensure there is full disclosure to all parties should their ancillary interest be seen as a real or perceived conflict of interest.

2.0 PROFESSIONAL COMPETENCE: Interpreters provide the highest possible quality of service through all aspects of their professional practice.

2.1 Qualifications to Practice

Members will possess the knowledge and skills to support accurate and appropriate interpretation. It is recognized that members work in a range of settings and with a variety of consumers. This demands that members be adept at meeting the linguistic needs of consumers, the cultural dynamics of each situation, and the spirit and content of the discourse.

2.2 Faithfulness of Interpretation

Every interpretation shall be faithful to and render exactly the message of the source text. A faithful interpretation should not be confused with a literal interpretation. The fidelity of an interpretation includes an adaptation to make the form, the tone, and the deeper meaning of the source text felt in the target language and culture.

2.3 Accountability for Professional Competence

- 2.3.1 Members will accept full responsibility for the quality of their own work and will refrain from making inaccurate statements regarding their competence, education, experience or certification.
- 2.3.2 Members are responsible for properly preparing themselves for the work contracted.

2.3.3 Members will accept contracts for work only after determining they have the appropriate qualifications and can remain neutral throughout the assignment.

2.4 Ongoing Professional Development

2.4.1 Members will incorporate current theoretical and applied knowledge, enhance that knowledge through continuing education throughout their professional careers and will strive for AVLIC certification.

2.4.2 Members will aim to be self-directed learners, pursuing educational opportunities which are relevant to their professional practice. This could include but is not limited to peer review, collegial consultation, mentoring and regular feedback regarding specific areas of skill development.

3.0 NON-DISCRIMINATION: Interpreters approach professional services with respect and cultural sensitivity³ towards all participants.

3.1 Non-discrimination

Members will respect the individuality, the right to self-determination, and the autonomy of the people with whom they work. They will not discriminate based on ethnicity, gender, age, disability, sexual orientation, religion, personal beliefs and practices, social status or any other factor.

3.2 Communication Preferences

Members will respect and use the form of communication preferred by those deaf and hard of hearing consumers for whom they provide service.

3.3 Deaf Interpreters

The services of a Deaf interpreter may be required when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use. They may also be used with individuals who have disabling conditions that impact on communication. Members will recognize the need for a Deaf interpreter and will ensure their inclusion as a part of the professional interpreting team.

4.0 INTEGRITY IN PROFESSIONAL RELATIONSHIPS: Interpreters deal honestly and fairly with consumers and colleagues while establishing and maintaining professional boundaries.

4.1 Professional Relationships

Members shall understand the difference between professional and social interactions. They will establish and maintain appropriate boundaries between themselves and consumers. Members will assume responsibility to ensure relationships with all parties involved are reasonable, fair and professional.

³ Cultural sensitivity refers to being aware of and responding to the uniqueness of each individual and of each context within which we work.

4.2 Impartiality

- 4.2.1 Members shall remain neutral, impartial, and objective. They will refrain from altering a message for political, religious, moral, or philosophical reasons, or any other biased or subjective consideration.
- 4.2.2 Should a member not be able to put aside personal biases or reactions which threaten impartiality, the member will examine options available to them. This may include not accepting the work or withdrawing their services from the assignment or contract.

4.3 Respect for Colleagues

- 4.3.1 Members will act toward colleagues in a spirit of mutual cooperation, treating and portraying them to others with respect, courtesy, fairness and good faith, etc.
- 4.3.2 Members have a professional obligation to assist and encourage new interpreting practitioners in the profession.
- 4.3.3 Members shall not abuse the good faith of other members or be guilty of a breach of trust or the use of unfair tactics.

4.4 Support for Professional Associations

Members shall support AVLIC, its affiliates, and other organizations representing the profession and the Deaf community.

5.0 INTEGRITY IN BUSINESS RELATIONSHIPS: Interpreters establish and maintain professional boundaries with consumers and colleagues in a manner that is honest and fair.

5.1 Business Practices

- 5.1.1 Members will refrain from any unfair competition with their colleagues, including but not limited to: (a) engaging in comparative advertising (b) willfully undercutting; or (c) artificially inflating fees during times when market demand exceeds supply.
- 5.1.2 Members will conduct themselves in all phases of the interpreting situation in a manner befitting the profession, including negotiating work and contracts, obtaining suitable preparation material, and choice of attire and professional demeanor.
- 5.1.3 Members will honour professional commitments made when accepting work, and will follow through on their obligations. Members may not unilaterally terminate work or a contract unless they have fair and reasonable grounds to do so.
- 5.1.4 Members shall take reasonable care of material and/or property given to them by a consumer and may not lend such or use it for purposes other than those for which it was entrusted to them.

5.2 Accurate Representation of Credentials

- 5.2.1 Members shall not by any means engage in, nor allow the use of, statements that are false, misleading, incomplete, or likely to mislead consumers or members of the public.
- 5.2.2 Members will refrain from making inaccurate statements regarding their competence, education, experience or certification. Only members certified by AVLIC (COI) may use the term "certified" in printed, electronic, signed or oral transmission. This may include, but is not limited to, interpreter directories, business cards and forms, promotional materials, resumes or publications they have authored.

5.3 Reimbursement for Services

- 5.3.1 Members will bill only for services provided. Members will negotiate fees, including cancellation policies, preferably in writing or contract form before service is provided. Members will be sensitive to professional and community norms when establishing fees for services.
- 5.3.2 Members may also provide bartered or pro bono service in situations where the profession of interpreting and the livelihood of other practitioners will not be threatened.

RATIFIED AT THE AVLIC JULY 2000 AGM

References Consulted

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- Corey, Corey, & Callanan. (1993) Issues and ethics in the helping profession. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Humphrey, Janice (1999) Decisions, decisions. Amarillo, TX : H & H Publishers
- Code of Ethics for Psychiatric Nurses Association of Canada. (February, 1998)
- Camosum College Guidelines for Instructors, Victoria, B.C. (1997)
- Code of Ethics: American Mental Health Counselors Association. (1997)
- Code of Ethics: Society of Translators and Interpreters of British Columbia. (Fall, 1998)
- Code of Ethics for the National Association of Social Workers. (revised 1990)

Appendix B:

NAIT Academic Regulations and Procedures

The following are excerpts from the NAIT Academic Procedures and Regulations. The full document can be found at [http://www.nait.ca/docs/Academic_Regulations\(1\).pdf](http://www.nait.ca/docs/Academic_Regulations(1).pdf)

STUDENT BEHAVIOR, RESPONSIBILITIES AND RIGHTS

4.1 STUDENT BEHAVIOR AND RESPONSIBILITIES

The instructional process and climate at NAIT are intended to prepare students for roles that they will eventually fill in business and industry. Students are, therefore, expected to conduct themselves in a responsible manner.

While students are on work experience, they are expected to behave according to that agency's policies and procedures in addition to the NAIT Academic Regulations.

NAIT is committed to providing a healthy and safe environment to ensure and promote the well being of students and staff. Should a student exhibit medical or psychological symptoms contravening this philosophy, medical proof of fitness to remain in an educational environment may be required. The Program Leader, in consultation with Counseling and Health Services, may recommend to the Dean that it is in the best interests of the student to obtain such proof in order to maintain and continue his/her student status. The Dean shall make the decision within 10 business days, copy the Registrar and notify the student in writing.

4.2 ACADEMIC INTEGRITY

Students and staff share the responsibility for the academic standards and reputation of NAIT. Academic integrity is the basis for the growth and acquisition of knowledge and skills. Failure to maintain standards of academic integrity is harmful to the values of NAIT and discouraging to the majority of students who pursue their studies with integrity.

While NAIT endeavors to inform students of special criteria of academic integrity pertinent to the class or course, failure to provide such special information does not in any way exempt a student from penalties imposed by or on behalf of NAIT.

The following examples, though not exhaustive, represent activities that constitute a breach of academic integrity:

- Cheating which includes but is not limited to any form of fraud, deceit, omission or misrepresentation of information including, but not limited to, the use or attempted use of unauthorized material in examinations, representing oneself as another in an examination, classroom or lab related activity, or being represented by another;
- Plagiarism, which includes but is not limited to taking the work of another person and passing it off as one's own work. Consequently, no student shall submit the words, ideas, images or data of another person as the student's own in any academic writing, essay, project, laboratory or assignment in a course or program;
- Falsification or misrepresentation of documents or credentials which are subject to academic evaluation;
- Using or attempting to use other student's answers or providing answers to other students on any document, whether written or electronic, which is subject to academic evaluation.

4.3 STUDENT CODE OF CONDUCT

NAIT is committed to provide an educational environment (face-to-face, online or through any other media) that supports respect and safety within its community. The student code of conduct outlines the responsibility of students

to support the academic community, defines inappropriate student conduct and provides procedures and penalties if students engage in such unacceptable behaviour.

Fighting is not tolerated on NAIT property or practicum sites. All parties will immediately be suspended and are subject to expulsion at the prerogative of the President.

The following are examples but are not an exhaustive list of activities constituting student misconduct:

- Threatening to subject or subjecting any student or staff member to physical or mental harassment, indignity, defamation, injury, violence, unwelcome personal encounters or other forms of inappropriate behaviour including but not limited to cyber stalking and cyber bullying
- Disturbing, disrupting, or otherwise interfering with studies, laboratories, lectures, work, or other activities of fellow students or staff;
- Unauthorized access to or misuse of computers or computer networks, photocopiers, tape recorders and/or unauthorized taping of lectures, classroom or meeting discussions, copying of computer software or data files, and course packs for any purpose;
- Use of materials to which the student holds no rights, such as pirated software and illegal photocopies of textbooks or course materials;
- Intentionally defacing, damaging, destroying, or moving without authority or permitting to be defaced, damaged, destroyed, or moved without authority the property of NAIT, the NAIT Students' Association, or of any student or staff member;
- Unauthorized use of Institute property or entry to such property in an unauthorized manner;
- Participation in unauthorized and/or hazardous and/or illegal activities on NAIT premises;
- Failure to obey the lawful instructions of any NAIT official or employee acting in the performance of his/her duty, and failure to obey all published or posted procedures relating to the use of and entry to Institute buildings and facilities;
- Forgery, misuse, theft or alteration of any NAIT document or record in paper or electronic form;
- Failure to obtain approval, permission, or otherwise follow Institute policies, guidelines, and procedures;
- Libelous or indecent statements, unfounded allegations, or statements harmful to personal dignity;
- Failure to maintain proper dress code for the course or program and neglecting safety procedures/practices or intentionally creating safety hazards;
- Harassment of any kind;
- Illegal activities of any kind;
- For-profit activities not sanctioned by NAIT; and
- Conduct in contravention of NAIT Guidelines for Internet Use and Security Standards, as amended, replaced or updated from time to time. Guidelines are available online at www.nait.ca.

4.4 STUDENT RESPONSIBILITIES AND RIGHTS

The following list outlines student responsibilities:

- Students are responsible for their conduct as it affects the Institute community;
- Students are responsible to inform themselves of course and program requirements and the availability of staff;

- Students are responsible to inform themselves of procedures respecting class rescheduling or replacement;
- Students are responsible to attend classes regularly and to maintain satisfactory achievement in their course/program;
- Students share responsibility for maintaining communication with instructional staff;
- Students shall conduct themselves in a manner that reflects a positive image of NAIT when representing NAIT in official and co-curricular activities;
- Students are responsible to provide written consent for NAIT to release or receive personal information for its operating and program activities and as required by legislation;
- Students are responsible to observe all health and safety procedures outlined for classrooms, laboratories, field trips and work practicum's;
- Students are responsible to comply with conditions under which resource material (e.g., a programmable calculator) may be brought into an examination or use of a tape recorder in lectures and meetings; and
-
- Students are responsible for producing photo identification upon demand by any NAIT staff during an examination or at any time while on NAIT premises.
- Personal electronic devices are not allowed in examinations unless expressly permitted by the instructor.

The following list outlines general student rights:

- Students shall have the right to lawful assembly;
- Students shall have the right to a healthy and safe educational climate;
- Students shall have the right to freedom of expression and opinion, subject to limitations outlined in these Regulations and Procedures and shall have the right to make representation to any advisory or decision making body, subject to NAIT procedures;
- Students shall have the right to confidentiality in their dealings with NAIT and shall have access to their personal records and information in compliance with Alberta's Freedom of Information and Protection of Privacy Act;
- Students shall have the right to organize into a students association. Any affiliation of an association with inter-institutional organizations shall not deprive student associations of recognition by NAIT authorities;
- Students shall have the right to an autonomous student press, subject only to normal legal and administrative constraints as developed by NAIT Administration.
- The students association shall be legally and morally responsible for information printed by it in the student press;
- Students shall have the right to receive information descriptive of the educational services to be provided. The student shall be advised, prior to registration, of the expenses likely to be incurred at NAIT and the services to be provided by NAIT. The student shall be advised, at the commencement of each academic term/semester, of the availability of staff and services to be provided during that term/semester; and
- Students shall have access to statements of NAIT policies, guidelines and procedures that have an impact upon them.

The following list outlines student academic rights:

- Students shall have the right to be informed of the content and requirements of their instructional courses and programs, including course content, methods of student evaluation, attendance, punctuality requirements, and schedule of assignments and tests (including assigned mark weighting);
- Students shall have the right to obtain their completed and graded assignments and examinations (except where advised in advance of departures from this practice);
- Students shall receive grade statements and certification within the time frame, under the conditions, and in the forms established by NAIT;
- Students shall have the right to change course registration or to transfer programs within conditions established by NAIT;
- Students shall have the right to be advised of methods by which course/program failures and deficiencies can be cleared and shall be informed of examination challenge opportunities, where appropriate and if available; and
- Students shall have the right to be advised of redress and grievance procedures available to them.

4.5 STUDENT DISCIPLINE - Academic Dishonesty or Student Misconduct

Academic integrity is important to both the staff and students of the Institute. Students have a responsibility to exhibit academic integrity in their own endeavors and to refrain from actively assisting other students who are dishonest.

4.5.1 Academic Dishonesty in Course Work

When a course instructor or supervisor believes that a student in one of his/her courses has been academically dishonest, the course instructor may take one or more of the following actions:

- Require the student to re-do the work;
- Assign a zero on the exam, assignment or lab;
- Impose a failing mark for the work;
- For second or subsequent offences – assign a zero on the course OR recommend termination from the program.

When an instructor or supervisor suspects an offense in an examination setting the student shall

- Be advised of the circumstances and the unauthorized material shall be removed together with the work completed to that point; and
- Be provided with another examination to be completed.

Following completion of the examination, the instructor or supervisor shall record the academic dishonesty in writing and report the transgression to the Program Leader. The Program Leader, in consultation with the instructor, will determine the penalty and inform the student.

4.5.3 Student Misconduct

Incidents of student misconduct that are not resolved informally shall be reported to the Program Leader. ***The Program Leader will investigate the circumstances of the incident and meet with the student and take one or more of the following actions:***

- Seek an informal resolution;
- Issue disciplinary action;

- Assess and recover costs of repair to damage caused by the student, if applicable.

4.5.4 Penalties for Student Misconduct

Penalties imposed by NAIT for student misconduct may include one or more of the following: A warning, removal of tape recorders or calculators, written reprimand, exclusion from access to specified NAIT services and premises, financial hold on student accounts and files, restitution or other corrective measures, suspension or expulsion from NAIT.

In the case of apprentices penalties will be imposed in consultation with the Executive Director, Apprentice and Trade Certification Division.

Criminal behavior prior to registration or outside the environs of NAIT and not involving any student or employee at NAIT will normally be treated as the responsibility of the civil authorities.

NAIT reserves the right to take action where, in the view of the Vice President, Academic and Student Services, the conduct of the student is prejudicial to the safety of the NAIT community and its operations or reputation or so prejudicial to the student's progress that it constitutes unacceptable student conduct. This includes any instance of alleged criminal or disruptive behavior on NAIT campuses or practicum sites. In such event, the student may be subject to reprimand, suspension, or termination/expulsion.

4.6 ATTENDANCE

Instruction at NAIT is intensive and involves training in specific skills and techniques that the graduate will need in business and industry. The student's success will be enhanced by regular attendance. Each program prescribes specific attendance requirements.

Students receiving training allowances or other forms of financial assistance are expected to be aware of and comply with the conditions of their sponsorship, which generally require regular attendance. The student is responsible for providing attendance requirements directly to the sponsoring agency to ensure continued financial assistance.

Attendance is mandatory for apprentices. A cumulative total of three days of unauthorized absences may result in termination of training and training allowances.

4.7 CLASS INTERRUPTION

NAIT shall make reasonable efforts to ensure that its classes and courses proceed on a regular basis and without interruption. Program Leaders or designates reserve the right to cancel or change the timetable for their classes and will take reasonable steps to provide notice of any cancellation or change. NAIT will not be responsible for any cancellation or change nor be responsible for the interruption or termination of any class or course that occurs despite NAIT's efforts, or for failure to give notice of the interruption or termination.

Appendix C: Interpreter Sample Letter of Agreement



DEPARTMENT OF RECRUITMENT
AND STUDENT LIFE

NAIT Services for Students with Disabilities
HP Centre, WIIIPB, Main Campus 11762 106 Street NW
Edmonton, AB T5G 2R1
Ph: 780-378-6133 Fax: 780-471-7093

Date

Dear

Services for Students with Disabilities at NAIT is pleased to offer you an assignment as a **Sign Language Interpreter**. The following specific terms and conditions pertain to this offer:

1. The terms of this letter apply for the time period of July 1, 2011 until June 30, 2012.
2. Daily and weekly hours of work for your assignment(s) will be determined based upon the student's schedule(s).
3. You may be asked by assigned students to interpret for activities outside of scheduled class times (e.g. meetings with NAIT SSD Advisors, tutors, and instructors). If you are willing to interpret for these sessions, you are encouraged to do so. Please inform Wendy Marusin at (wmarusin@nait.ca) if the extra sessions exceed one hour per week per student.
4. Reimbursement for interpreting for a student over lunch must be pre-approved by the Coordinator, Intake Advisors at the start of an assignment. Interpreting over lunch is determined on a case by case basis and is not teamed (each team is responsible to determine which interpreter will deliver the service over lunch).
5. NAIT provides textbooks and/or e-text for the courses. Please maintain the textbooks in excellent condition and return them to Jenna Williams (jennaw@nait.ca) at the end of the semester.
6. You are paid the rate as approved for your contract. If you are required to work less than two hours on any given day, you are paid for two hours of work. A minimum two-hour charge does not apply to preparation time. Preparation time is paid at a ratio of three hours of class time to one hour of preparation time for lectures and four hours of class time to one hour of preparation time for laboratory or shop classes. For every three hours of lecture or four hours of lab or shop, one hour of paid preparation time can be invoiced, if used. It is expected that interpreting "down-time" will be used for preparation purposes.
7. You are required to submit invoices to NAIT for your services on a weekly basis to ensure timely payment. Please submit your invoices to Lisi Monro (lisim@nait.ca). Along with weekly invoices, contract staff are required to have the student sign the interpreter's invoice to verify the interpreting time spent with the student. SSD staff will verify additional time billed to SSD by referring to the information provided by the sign language interpreter.
8. If you are absent, please arrange for a substitute interpreter for your assignments. Select an interpreter who has the adequate skills and background for your assignment, and immediately inform the NAIT SSD office, student, and instructor(s) or program area of the substitution. You will be responsible for billing for the substitute interpreter's time, and for paying the substitute interpreter. In the case that you require assistance with arranging a substitute, please contact Wendy Marusin at (wmarusin@nait.ca).

9. For on-going assignments, in the event that an assignment is terminated, remuneration will be as follows:

Notice of Cancellation	Payment
14 or more calendar days before the start of the assignment	No payment
13 or fewer calendar days before the start of the assignment	Payment equivalent to two week's anticipated payment from cancelled assignment (includes instructional and lab hours only).
On or after the start of the assignment	Payment equivalent to two week's anticipated payment from the cancelled assignment or the remainder of the assignment, whichever is less (includes instructional and lab hours only).

10. In lieu of compensation, NAIT Services for Students with Disabilities may reassign the interpreter to another assignment, comprised of interpreter-related duties consisting of a similar number of hours during the same general time frame, provided that the interpreter feels qualified to perform such an assignment. If the interpreter chooses to decline this work for reasons other than lack of qualifications, compensation may be forfeited.
11. For cancellation of one-time or short term assignments consisting of less than 170 instructional hours, remuneration is as follows when 48 hour cancellation notice or less is given:

Length of Assignment	Payment
One class and or up to 170 instructional hours	Payment will be up to a maximum of 15 hours or the full amount of the assignment, whichever is less

12. No Show Policy: When there is not 48-hours notice of cancellation of service, such as, cancellation of a class or tutoring session, the sign language interpreter will be paid for the contracted sign language interpreting time for that day. Sign language interpreters can invoice for cancelled classes or tutoring sessions, when the announcement or discovery of the cancellation is less than 48-hours.
13. In keeping with AVLIC Code of Ethics and Professional Conduct, if the hours listed in the Interpreter Assignment Schedule are an overestimate of the actual hours worked, the interpreter will bill for the actual hours interpreted, not the estimated hours.

I, _____, confirm that I have read and reviewed NAIT SSD Interpreter Guidelines. I understand the terms set forth in the manual and I agree to abide by the guidelines. I understand and accept my responsibilities as outlined in the guidelines. If at any point I am having difficulty meeting these requirements, I will contact the SSD Manager to determine the best course of action.

I agree with the guidelines as outlined in this document:

Interpreter

Date

Witness

Date

Appendix D: Sample Invoice

Sign Language Interpreter Name

INVOICE #

Invoice Submitted To: NAIT Services to Students with Disabilities

Service Provided: Sign Language Interpreting

Billing Dates: Feb. 12-18, 2010

Address

Edmonton, AB

Postal Code

Ph: (780)

Cell:(780)

Email:

Student Name:								
Invoice Dates: February 12-18, 2010								
Hourly Rate:								
NB: Please indicate absences or cancelled classes (with less than 24-hour notice) in the appropriate column								
	Contract Hours	Lecture	Shop/ Lab	Practicum	Interp Hrs.	Prep Hours	Payable	Daily Total
Monday	8:15-10:10, 11:15-1:10		Absent		4.0	1.0	5.0	\$
Tuesday	8:15-10:10, 11:15-2:10	X			5.0	1.5	6.5	\$
Wednesday	8:15-10:10, 11:15-2:10	X			5.0	1.5	6.5	\$
Thursday	8:15-10:10, 11:15-2:10	X			5.0	1.5	6.5	\$
Friday	8:15-10:10, 11:15-2:10	X		X	5.0	1.0	6.0	\$
Totals:					24.0	6.5	30.5	\$

Interpreting Services Provided Outside of Scheduled Class Time								
Invoice Dates:								
NB: Please indicate absences or cancellations (with less than 24-hour notice) in the appropriate column								
	Scheduled Hours	Student	Tutor	Seminar	Meeting	Other	Payable	Daily Total
Monday	2:15 - 3:15		X				1	\$
Tuesday								
Wednesday	5:15 - 7:15			Cancelled			2.0	\$
Thursday								
Friday	4:15 - 5:15		X				1	\$
Totals:								
Comments:								

Hourly Rate: \$\$

FINAL HOURS TOTAL 34.5

**TOTAL
OWING:**

Thank You.

Authorized Signature

Appendix E: Terminology

ASLIA:	Association of Sign Language Interpreters of Alberta**
AVLIC:	Association of Visual Language Interpreters of Canada**
Canadian	
Certification:	Conferred by the Association of Visual Language Interpreters of Canada (AVLIC).*
COI:	Certificate of Interpretation (conferred by AVLIC) {American Sign Language/English}. AVLIC awards certification to those interpreters who have successfully completed both a Written Test of Knowledge and a Test of Interpretation (performance test for determining competence in ASL, English, and Message Equivalency in the interpreting process).
American	
Certification:	conferred by the Registry of Interpreters for the Deaf (RID).*
RID:	Registry of Interpreters for the Deaf (the American National Organization for Interpreters – AVLIC’s sister organization in the USA).
CSC:	Comprehensive Skills Certificate (was conferred by RID, discontinued when CT and CI evaluation process was initiated). Holders of this certificate have demonstrated the ability to interpret between American Sign Language and Spoken English and to transliterate between spoken English and an English-based sign language. The CSC examination was offered until 1985.
CI:	Certificate of Interpretation (conferred by RID). Holders of this certificate are recognized as fully certified in interpretation and have demonstrated the ability to interpret between American Sign Language (ASL) and spoken English. Holders of the CI are recommended for a broad range of interpretation assignments.
CT:	Certificate of Transliteration (conferred by RID). Holders of this certificate are recognized as fully certified in transliteration and have demonstrated the ability to transliterate between English-based sign language and spoken English. Holders of CT are recommended for a broad range of transliteration assignments.
CI/CT:	Holders of both full certificates (as listed above) have demonstrated competence in both interpretation and transliteration and have the same flexibility of job acceptance as holders of the CSC listed above. Holders of the CI and CT are recommended for a broad range of interpretation and transliteration assignments.
IC:	Interpretation Certificate (no longer conferred by RID and has been replaced with the CI). Some institutions no longer recognize the IC.
MCSC:	Masters Comprehensive Skills Certificate. This certificate was designed to test for a higher standard of performance than the CSC. Holders of this certificate were required to hold the CSC prior to taking this exam. Holders of this certificate are recommended for a broad range of interpreting and transliteration assignments. This certificate is no longer offered.
RSC:	Holders of this certificate are recognized as having demonstrated the ability to interpret between ASL and English-based language or transliterate between spoken English and a signed code of English. Holders of this certificate are deaf or hard of hearing and interpretation/transliteration is rendered in ASL, spoken English, a signed code for English or written English. This certificate is no longer offered.
TC:	Transliteration Certificate (no longer conferred by RID and has been replaced with CT). Some institutions no longer recognize the TC.
WTK:	Written Test of Knowledge (administered by AVLIC) WTK is a prerequisite to the video performance portion (Test of Interpretation – TOI) of the AVLIC certification process.***

*Certification from either AVLIC or RID requires membership within that organization to be current. As regulated by the professional organizations, any interpreter allowing his/her membership to lapse relinquishes certification status. All other conditions required by the certifying body must be adhered to by the interpreter.

**All interpreters must be members of the local and national professional associations.

***All interpreters must have passed the AVLIC Written Test of Knowledge (WTK) within one year from the beginning of employment with NAIT.

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