

Policy History
<b>Policy No.</b> ST15
<b>Approving Jurisdiction:</b> President
<b>Administrative Responsibility:</b> Vice President Students
<b>Effective Date:</b> April 2004

## Student Access to Interpreting Services Policy

### CRITERIA FOR ELIGIBILITY FOR INTERPRETING SERVICES

The following are criteria for eligibility for the provision and continuation of funding for interpreting services at Kwantlen Polytechnic University. Eligibility for services will be determined by the Coordinator of Services for Students with Disabilities.

The student has provided documentation or demonstrated that he/she is deaf or hard of hearing and the student requires interpreting as a primary form of access accommodation.

The student is registered at the University and the student is in good standing.

The student abides by the list of student responsibilities for use of interpreting services.

#### 1. Students' Responsibilities

##### a. Establishment of Services

To facilitate service provision, the student should:

- Meet with Services for Students with Disabilities to discuss interpreting requirements four months in advance of class start date(s).
- Meet deadlines for priority registration.
- Notify Services for Students with Disabilities of program, schedule and service needs at the time of admission to help ensure an appropriately qualified interpreter will be available.
- Notify Services for Students with Disabilities of any changes to their schedule.
- Introduce themselves to the instructor and review the services which will be required.
- Discuss communication preferences with the interpreter.
- Notify the Coordinator if service is not meeting their needs.

##### b. Class Preparation and Class Time

The student should also:

- Work with the interpreter and instructor on communication strategies for technical and other specialized language components.
- Advise the interpreter when signs used are not understood.

- Check that the interpreter is available for out-of-class assignments (e.g., group projects, examinations) and has the preparation materials the student will be using.

c. **Attendance**

In addition, the student should:

- Contact the interpreter and Services for Students with Disabilities with as much notice as possible, preferably not less than 24 hours in advance, when they expect to be 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 15 minutes for a one-hour class and 30 minutes for a class longer than one hour.
- Meet with Services for Students with Disabilities to discuss service delivery if they have cancelled interpreting services without 24 hours notice two or more times. Student absences without notice or good cause will result in the student needing to meet with Services for Students with Disabilities to discuss service delivery in accordance with University policies.
- Contact Services for Students with Disabilities immediately before deciding to withdraw from a course or no longer attend a course for which interpreting services were being provided.

**2. Post-Secondary Institutions' Responsibilities**

The post-secondary institutions agree that the following are their responsibilities in relation to interpreting services:

- a. Where such services can be provided without undue hardships, institutions will make reasonable attempts to provide some level of interpreting services for:
- classes full-time, part-time and continuing education
  - appointments on campus
  - labs
  - seminars
  - exams, class related meetings (e.g., appointments with instructors, group project meetings)
  - special events at the University/institute which will be funded by the institution
  - institutionally based services

The level of interpreting services provided will be determined on a case-by-case basis.

- b. Inform students about interpreting services and their responsibilities.
- c. Explain the role of the interpreter to the students' instructors at the beginning of the term.
- d. Encourage instructors to provide a break in their class schedule to accommodate interpreters.
- e. Provide interpreters with relevant University policies and procedures.
- f. Ensure that an interpreter has access to the instructors' names, course outlines, videos, textbooks/course materials and safety equipment as necessary and as available, preferably before the course begins.

- g. Share feedback with the interpreter regarding service delivery, with the student's written permission in accordance with the Freedom of Information Act.
- h. Develop a process for interpreting services.
- i. Co-ordinate payment of interpreters according to Provincial Guidelines or collective agreements.
- j. Utilize the Jobsline registry of interpreters qualified to work in the post-secondary system, those who have been deemed competent on the Provincial Sign Language Interpreting Screening Process.
- k. Whenever possible, give preference to interpreters who provide documentation of formal training in the field, who are members of AVLIC who participate regularly in professional development, and who have taken the Provincial Sign Language Interpreting Screening Process, and have been deemed "competent".
- l. Assess each assignment to determine the need for additional 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 interpreters, instructors, students and others as necessary.
- m. Determine preparation time with discussion between the coordinator/interpreter/student. Preparation time may vary significantly depending on the assignment, interpreter experience, etc.
- n. Reassess service provision, should the conditions of the class assignment change (e.g., physical demands, length and complexity of the assignment, etc.).
- o. If student is doing a presentation, ensure the interpreter has received preparation materials (group work, presentation materials) for the class/program.
- p. Post-secondary institutions are encouraged to consult with the Interpreting Services Project when demand for service exceeds available funding, and/or when issues regarding educationally sound delivery of service arise.

### 3. Interpreter's Responsibilities

The following are the responsibilities of an interpreter in relation to interpreting services:

a. Re-assignment

The interpreter will accept re-assignment of interpreting duties when an existing assignment is cancelled as long as the interpreter feels qualified to perform such an assignment.

b. Class Preparation

The interpreter will:

- Contact instructor(s) prior to class start date. The beginning of the first class is acceptable.
- Become familiar with the course material.

c. Attendance

The interpreter will:

- Notify the student and Services for Students with Disabilities with as much notice as possible, preferably not less than 24 hours in advance, when late, sick or unable to attend to facilitate hiring a substitute.
- Wait 15 minutes for a student to arrive for a one-hour class and 30 minutes for a class longer than one hour unless previous notification has been given to the interpreter by the student.
- Contact Services for Students with Disabilities when interpreting services are not required as scheduled.

d. Professionalism

The interpreter will:

- Abide by the policies and procedures of the institution, including reporting lines within Services for Students with Disabilities.
- In consultation with the Co-ordinator, obtain feedback from the student and instructors regarding the communication process, and presence of the interpreter in the classroom, and adjust services accordingly.
- Schedule preparation time within the contracted time, as much as possible. For example, interpreters can utilize time when students are working independently for preparation.
- Balance the interpreting role with the goal of maximizing student independence.
- Participate regularly in professional development.
- Be an active member of AVLIC, following Code of Ethics.
- Strive to meet the standards of the Provincial Sign Language Interpreting Screen.
- Participate as a member of the student's Educational Team (student, instructor and Co-ordinator) in order to maximize educational success.

#### RELATED POLICIES:

IM2 *Freedom of Information & Protection of Privacy*

ST14 *Services for Students with Disabilities*