

Carnegie Mellon

Equal Opportunity Services • Whitfield Hall, 143 N. Craig Street, Pittsburgh PA 15213

Everett Tademy, Director (412) 268-2012 et19@andrew.cmu.edu Larry Powell, EOS Manager (412) 268-2013– lpowell@andrew.cmu.edu
Courtney Bryant, EOS Administrative Coordinator (412) 268-2012 – cbryant@andrew.cmu.edu
<http://hr.web.cmu.edu/current/eos>

Interpreter Expectations

The interpreter:

1. should introduce himself/herself to the instructor and classroom and the beginning of the term. A brief explanation of the interpreter's responsibilities will help clarify his/her role, utilization, and limitations.
2. should attend each class, on time and perform all appropriate interpreting duties.
3. will facilitate communication. The interpreter will communicate the content of the course in a manner understood by the student. The interpreter may rephrase or restate information but it is essential that the intent of the speaker be conveyed and that key course related vocabulary be used at all times. The interpreter should interpret all possible information, not limited to instructor instruction.
4. will let the instructor or teacher know if he/she is speaking too fast.
5. will discuss concerns about interpreting with persons involved. If no solution is reached, the situation should be discussed with Disability Resources
6. will seek from the instructor or other appropriate person, information which is necessary for the interpreting assignment.
7. should discuss with the instructor and the student appropriate seating, lighting, acoustics, etc. A change in classroom activities may warrant a change in seating.
8. should not leave the classroom as communication could occur at any time.
9. inform Disability Resources if they feel that they cannot interpret the class effectively.
10. inform the Disability Resources immediately when the student does not attend a class - and continue to do so, with each occurrence, so alternate assignments can be made, when possible.
11. notify the instructor, Disability Resources staff and student if there is any change of schedule or any anticipated change.
12. meet with students, and/or the interpreting team, to develop special signs, or to agree on sign usage as necessary.
13. should take the responsibility to talk to the classroom instructor about test taking strategies. As specified by law, the interpreter is allowed to facilitate test taking by interpreting the language of the test. When requested to do sight transcription for tests, interpret the tests accurately, but with no additional information or clarification of terms students are expected to know as part of the class. (Note, check with Disability Resources staff for clarification.)
14. be prepared to meet with Disability Resources staff and student to solve problems.
15. submit hours worked to Disability Resources staff, immediately at the end of each month.