



Classification Title: American Sign Language/English Interpreter

Department:	Disability Resource Center	EEO6 Code:	5
Employee Group:	Classified	Salary Grade:	31
Supervision Received From:	Director, Disability Resources	Date of Origin:	9/2016
Supervision Given:	General Supervision	Last Revision:	9/2016

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.

JOB SUMMARY.

Performs American Sign Language (ASL) interpreting and transliteration services for Deaf and Hard-of-Hearing (D/HH) students, faculty and staff in classrooms and a variety of other settings.

DISTINGUISHING CHARACTERISTICS.

The American Sign Language/English Interpreter is distinguished from Assistant Program Coordinator – Interpreting Services by its responsibility for providing ASL interpreting services and other related support for students, faculty and staff.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.

Essential Functions: Essential responsibilities and duties may include, but are not limited to, the following:

1. Performs ASL interpreting services for D/HH students, faculty and staff in classroom and laboratory settings, for orientations, counseling appointments, assessment testing, field trips, theatrical productions and sporting events as well as for student-faculty meetings, professional development, employment matters, District ceremonies and other events; on a regular basis, responds to revisions in assigned schedules that require interpreting for different course/disciplines, in different settings and for individuals with differing communications needs and preferences; transliterates course materials and other documents when required.
2. Consults with faculty to identify potential problems that could inhibit the effective provision of interpreting services; advises faculty on uses of technology and how to negotiate communications with D/HH students to convey course content; explains student rights and responsibilities in accordance with District rules and regulations.
3. Follows appropriate ethical codes and processes for addressing situations observed or experienced in the course of interpreting assignments; advocates for D/HH students and faculty in difficult or stressful situations.

Marginal Functions:

1. Participates in team interpreting as required.
2. Assists in mentoring students in the District's ASL/Interpreter training program, as assigned.
3. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Experience and Education/Training Guidelines: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience: Two years of American Sign Language interpreting experience.

Education/Training: Equivalent to an associate degree from an accredited college or university with major coursework in education, sign language or a closely related field.

Licenses/Certificates:

Possession of or ability to obtain an appropriate, valid National Interpretation Certificate issued by the Registry of Interpreters for the Deaf by time of appointment.

Preferred Qualifications:

American Sign Language interpreting experience in an educational setting.

Knowledge of:

1. ASL interpretation and application techniques, including special sign vocabularies required for varied academic disciplines.
2. Current developments, trends and techniques in the field of interpreting utilized both for Deaf and Hard-of-Hearing individuals.
3. Federal, state and local laws, codes, rules, regulations and court decisions applicable to providing services to D/HH individuals, including the Americans with Disabilities Act and associated regulations.
4. Proper ethical conduct as outlined in the National Association of the Deaf and Registry of Interpreters for the Deaf (NAD-RID) Code of Professional Conduct with emphasis on the appropriate role of an interpreter in an educational setting.
5. Values, behaviors and language of the American Deaf culture.
6. Use and operation of various assistive devices for D/HH individuals.
7. Modern office practices, procedures and equipment including computers and applicable software programs.
8. Principles and practices of sound business communication including correct English usage, spelling, grammar and punctuation.

Skill in:

1. Interpreting proficiently in both voice-to-sign and sign-to-voice modes while accurately conveying the thought, intent and spirit of speakers.
2. Rapidly processing visual and audible information to convey complex concepts, unusual vocabulary and unexpected information to ensure student understanding.
3. Analyzing situations accurately, evaluating alternatives and adopting an effective course of action.
4. Interpreting, applying and explaining policies and procedures relative to assigned areas of responsibility and reaching sound decisions in areas applicable to the work.
5. Communicating clearly and effectively, both orally and in writing.
6. Operating a computer, enterprise software and other standard office equipment.

7. Maintaining confidentiality of student files and records.
8. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.
9. Exercising tact and diplomacy in dealing with sensitive, complex and confidential student issues and situations.
10. Establishing and maintaining effective working relationships with those encountered in the course of work.

WORKING CONDITIONS.

Environmental Conditions: The employee works under typical office and classroom conditions and has extensive contact with D/HH students, faculty and staff.

Physical Conditions: Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to walk rapidly to varied locations throughout the day; stand or sit for prolonged periods of time and use both hands while interpreting.

TERMS OF EMPLOYMENT.

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.