

Classification and Qualification STANDARDS

Interpreter Series

Class Title	Class Code	Range Code	Date Revised	FLSA
<i>Interpreter I</i>	7170		08-02-2006	<i>Non-Exempt</i>
<i>Interpreter II A</i>	7169	1	07-01-2013	<i>Non-Exempt</i>
<i>Interpreter II B</i>	7169	2	07-01-2013	<i>Non-Exempt</i>
<i>Lead Interpreter</i>	7168		07-01-2013	<i>Non-Exempt</i>
<i>Hourly Interpreter/Realtime Captioner/Computer-Aided Transcriber</i>	7193			<i>Non-Exempt</i>

Classification Standard Reformatted: 07-01-2013

OVERVIEW:

Interpreters facilitate communication between Deaf, Hard-of-Hearing, Deaf-Blind, and hearing consumers. To facilitate communication, interpreters use American Sign Language (ASL), Signed English, transliterating, and/or another manual sign system, and also may provide oral and tactile interpreting services. Interpreters must be able to adjust to a broad range of consumer needs and preferences and work comfortably with a wide spectrum of interpreting services which requires a high degree of linguistic, cognitive, and technical skill. Interpreters must be able to convey accurately the register, tone, intent, and content of the consumer's message.

Three classifications are defined within the series. Movement to a higher classification and/or skill level within a classification is based on the duties, skills, education, training, certifications, and experience of the incumbent. Interpreters possessing higher levels of skills typically are assigned the more complex interpreting assignments.

Interpreter I – Provides interpreting services primarily for instructional classes involving standard complexity factors such as the type of communication system needed, difficulty of the subject matter, speed of interpreting required, and number of consumers served simultaneously.

Interpreter II – Provides interpreting services in more complex situations, often involving high levels of interaction such as advanced level classes, discussions, seminars, conferences, and/or a variety of platform settings. Services may involve highly technical or specialized subject matter that require higher levels of skill and more advanced and fluent interpreting techniques.

Lead Interpreter – In addition to providing interpreting services, the Lead Interpreter provides lead work direction to and coordination of those who provide interpreting and related services to Deaf and/or Hard-of-Hearing consumers.

While interpreters primarily serve students, they also may provide interpreting services for others in the campus community, including faculty, staff, and university guests. Interpreters most often are scheduled to support one or more students for an assigned class and their assignments may involve serving different students in various classes. In addition, some assignments may involve team interpreting to provide training or relief opportunities.

Individual, short-term assignments may require providing services at conferences, meetings, and/or other university or academic-related events/activities. Descriptions of work activities are meant to illustrate the general

range of work functions performed; they are not meant to be all-inclusive or restrictive. Work assignments may involve related activities.

INTERPRETER I

Under general supervision, the Interpreter I provides interpreting services to facilitate communication most often in a classroom or related instructional settings and activities. Assignments may involve technical or specialized subject matter and vocabulary. Individual assignments may vary based on the specific skills of the interpreter and the needs of students or other consumers. More difficult tasks may involve interpreting technical or specialized subject matter and vocabulary, which require using specialized signs, accommodating consumer requests for varied language preferences, and interpreting fast spoken material. Specific complexity and skill factors include:

- ◆ Type of interpreting or communication system needed;
- ◆ Difficulty or unique nature of the subject matter and vocabulary;
- ◆ Speed of interpreting required; and,
- ◆ Number of Deaf and/or Hard-of-Hearing consumers serviced simultaneously.

MINIMUM QUALIFICATIONS:

Assignments vary in type and extent of knowledge and abilities in terms of subject matter and vocabulary required, but common requirements include the following knowledge, abilities, and background:

Knowledge and Abilities:

Working knowledge of the process on interpretation; ASL and/or English sign system as required by the student(s) or the assignment; the methods and techniques used in communicating with Deaf and Hard-of-Hearing consumers; the Registry of Interpreters for the Deaf (RID) code of professional conduct; the vocabulary used in the courses to which the Interpreter is assigned; and a demonstrated knowledge of Deaf Culture.

Ability to hear spoken English and use ASL, Signed English, and/or another manual sign system to effectively generate language; interpret and transliterate between the ASL and sign systems and spoken English at a speed required by the assignment, which may involve a variety of settings such as a classroom, conference, and/or one-on-one meeting; and work with students from diverse backgrounds.

Education and Experience:

Any combination of formal training and relevant documented interpreting experience that demonstrates assurance of the skills appropriate for the level of the assignment(s) is required. Typically, sufficient interpreting training or experience requires graduation from an interpreter training program and/or relevant documented interpreting experience. In addition, a wide acquaintance with academic higher education through attendance at a post-secondary educational institution may be essential to fully comprehend and accurately interpret the concepts, language, and vocabulary used in the assigned instructional, academic, and/or administrative situations.

INTERPRETER II

The Interpreter II is distinguished from the Interpreter I by performing more complex assignments requiring a combination of higher levels of training, skills, certification, and experience. Assignments for the Interpreter II often involve high levels of interactive discussions requiring the interpreter to rapidly switch between spoken English and sign language or manual sign system and vice versa. These assignments may include, but are not limited to, the following:

- ◆ Advanced level or highly complex classes requiring significant and rapid interaction using highly technical or specialized subject matter and vocabulary;
- ◆ Discussion situations in classrooms, conferences and workshops involving advanced and/or complex topics requiring significant sign-to-voice and voice-to-sign translations; and,
- ◆ More complex interpreting situations such as conferences, workshops, seminars, theatrical, and/or other platform settings where multiple consumers, including students, faculty and staff are served simultaneously.

In order to provide Deaf or Hard-of-Hearing students the same access to instruction provided for hearing students (taking into consideration language and cultural differences), the skilled Interpreter II adapts terminology, language, instruction, concept, theory, and emotion to convey all aspects of the lecture, teaching material, and experiences. Classes or seminars taught with specialized vocabulary, ideas, or concepts can be relayed successfully to the student only if the interpreter has knowledge of the complex subject matter to a degree that provides for fluent, accurate, and specific translation in the language mode that the Deaf or Hard-of-Hearing consumer can understand readily.

Other duties for the Interpreter II may include mentoring other interpreters, providing training at employee in-service programs, and advising other interpreters on technical issues. Two skill/pay levels are defined within this classification and are distinguished by the level of certification required as described under Minimum Qualifications.

MINIMUM QUALIFICATIONS:

Knowledge and Abilities:

In addition to the knowledge required of the Interpreter I, both skill/pay levels of the Interpreter II require thorough knowledge of the interpreting process; demonstrated understanding of the special communication needs of Deaf or Hard-of-Hearing consumers; comprehensive understanding of Deaf Culture, working knowledge of platform interpreting techniques; working knowledge of the vocabulary, terminology, and basic information in a variety of subjects; and specific knowledge of specialized vocabulary and techniques used in interpreting professional and technical subject matter.

In addition to the abilities required for the Interpreter I, both skill levels of the Interpreter II must be able to interpret effectively at a level that requires using unique terminology and language; effectively shift between ASL or a manual sign system to spoken English and vice versa in highly interactive situations, such as discussions, workshops, seminars and platform settings; interpret difficult and complex terms, concepts, ideas and emotions; learn unique subject matter, theories, and terminology; provide accurate, thorough, and comprehensive services; and be responsive to students' communication needs and preferences.

Education and Experience:

Generally, wide acquaintance with academic higher education through attendance at or graduation from a four-year college or university may be essential to provide interpreting services at a level required for the position assignments. In addition, two years of relevant documented interpreting experience in a variety of settings usually are needed to perform at the level required for position assignments.

Certification Requirements:

The following certifications are required for each of the two skill levels within this classification:

Salary Range A:

Incumbents must possess and maintain skills certification in **either** interpreting or transliteration as issued by the National Registry of Interpreters for the Deaf (RID) or possess and maintain NIC (National Interpreter Certification) certification issued by the National Registry of Interpreters for the Deaf (RID) or comparable certification.

Salary Range B:

Incumbents must possess and maintain skills certification in **both** interpreting and transliteration from RID or possess and maintain NIC Advanced (National Interpreter Certification) certification issued by the National Registry of Interpreters for the Deaf (RID) or comparable certification.

LEAD INTERPRETER

Under general direction, the Lead Interpreter provides lead work direction and coordination to individuals providing interpreting and related support services for Deaf and/or Hard-of-Hearing consumers. In addition, Lead Interpreters regularly perform interpreting services. Incumbents must possess skills comparable to or higher than

those identified for an Interpreter II in order to effectively assess student needs, evaluate the language and interpreting skills of interpreters, and make successful matches between students and interpreters.

Lead work direction typically involves assigning and scheduling employees, taking into consideration a student's needs and preferences and the employee's skills; arranging for substitutes; orienting and training new employees in university procedures; providing instructions on work procedures; facilitating and participating in in-service training activities; assisting in the recruitment and selection of employees through skill evaluations; monitoring work quality and providing input to performance evaluations; reviewing timesheets; and serving as a resource to employees on technical, confidential, and sensitive matters.

MINIMUM QUALIFICATIONS:

Knowledge and Abilities:

In addition to the knowledge required of the Interpreter II, the Lead Interpreter must possess knowledge of standard supervisory and training techniques; demonstrate a thorough understanding of student and classroom needs in a university setting; possess a thorough knowledge of nationally recognized certification requirements, such as those recognized by RID and NAD; and possess a thorough understanding of appropriate interpreter protocols and the RID Code of Professional Conduct. Lead Interpreters also should be familiar with Assistive Listening Devices.

In addition to the abilities required of the Interpreter II, the Lead Interpreter must be able to facilitate and provide technical skills training; demonstrate organizational skills related to scheduling; assess student needs and interpreter skills to make effective matches between students and interpreters; demonstrate fluency of ASL and English vocabulary and ability to voice and match the appropriate register to the situation; and provide lead work direction to others.

Education and Experience:

In addition to the education and experience required for the Interpreter II, the Lead typically requires a broader acquaintance with academic higher education through attendance at or graduation from a four-year college or university in order to effectively understand student needs in various university settings and ensure effective delivery of interpreting services. Incumbents must have sufficient experience to demonstrate skills and abilities necessary to provide lead work direction, including effectively evaluating capabilities of interpreters. Typically, three to four years of relevant experience are required.

Certification Requirements:

Lead Interpreters must possess and maintain skills certification in **both** interpreting and transliteration from RID or possess and maintain NIC Advanced (National Interpreter Certification) certification issued by the National Registry of Interpreters for the Deaf (RID) or comparable certification.