INTERPRETER/TRANSLITERATOR
Series Specification
Interpreter/Transliterator I
Interpreter/Transliterator II
Interpreter/Transliterator III

DEFINITION

This series specification describes four classes that provide interpreting/translating for hearing-impaired/deaf students in instructional activities using American Sign Language (ASL) and performs related duties as assigned.

TYPICAL DUTIES

Interpreter/Transliterator I: Performs interpreting/transliterating duties of a routine nature under general supervision. Translates responses from source language to target language and translates approximate or exact message of speaker into specified language, orally or by using sign language for hearing impaired/deaf. Interprets or transliterates ASL into spoken language and interprets or transliterates from the spoken language to ASL using the mode or means of communication style that is most appropriate for a student or group of students. Meets as needed with other Disabled Students Program and Services (DSP&S) staff to ensure services are appropriate and consistent. Prepares for interpreting session by reviewing appropriate textbooks, notes, and/or videos. Listens to statements of speaker to ascertain meaning and reads written material and transliterates material into specified language, according to established rules of grammar. Promotes cross-cultural communication through an understanding of the deaf/hearing impaired culture.

Interpreter/Transliterator II: Performs interpreting/transliterating duties of a moderate to complex nature under general supervision. Translates responses from source language to target language and translates approximate or exact message of speaker into specified language, orally or by using sign language for hearing impaired/deaf. Interprets or transliterates ASL into spoken language and interprets or transliterates from the spoken language to ASL using the mode or means of communication style that is most appropriate for a student or group of students. Meets as needed with other DSP&S staff to ensure services are appropriate and consistent. Prepares for interpreting session by reviewing appropriate textbooks, notes, and/or videos. Listens to statements of speaker to ascertain meaning and reads written material and transliterates material into specified language, according to established rules of grammar. Promotes cross-cultural communication through an understanding of the deaf/hearing impaired culture.

Interpreter/Transliterator III: Performs interpreting/transliterating duties of a complex nature under minimal supervision. Translates responses from source language to target language and translates approximate or exact message of speaker into specified language, orally or by using sign language for hearing impaired/deaf. Interprets or transliterates ASL into spoken language and interprets or transliterates from the spoken language to ASL using the mode or means of communication style that is most appropriate for a student or group of students. Meets as needed with other DSP&S staff to ensure services are appropriate and consistent. Prepares for interpreting session by reviewing appropriate textbooks, notes, and/or videos. Listens to statements of speaker to ascertain meaning and reads written material and transliterates material into specified language, according to established rules of grammar. Promotes cross-cultural communication through an understanding of the deaf/hearing impaired culture. Stays current in the field of professional interpreters (i.e., workshops, continuing education units, etc.); performs interpreting/transliterating duties of a complex nature with little or no supervision; and performs
routine office assignments. Performs lead responsibilities as assigned by supervisor and provides direction to other interpreter/transliterators.

**ALLOCATION FACTORS**

Level of difficulty, variety, and complexity of assigned tasks and the degree of supervision required.

**LEVEL DESCRIPTIONS:**

**Interpreter/Transliterator I:** The entry-level class for the series. Incumbents, under general supervision, perform interpreting/transliterating duties of routine difficulty.

**Interpreter/Transliterator II:** The intermediate level class of the series. Incumbents, under general supervision, perform interpreting/transliterating duties of a moderate to complex nature.

**Interpreter/Transliterator III:** The certified level class of the series. Incumbents, with little or no supervision, perform interpreting/transliterating duties of a complex nature. May be assigned lead responsibilities.

**QUALIFICATIONS**

**EXPERIENCE**

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<tr>
<th>Promotional</th>
<th>General</th>
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<tr>
<td><strong>Interpreter/Transliterator I</strong></td>
<td></td>
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<tr>
<td>None.</td>
<td>Completion or current enrollment in an accredited interpreter training program, or a certificate/degree in a related field of study, or equivalent training under the direction of a certified interpreter/transliterator mentor. Completion of Code of Ethics for interpreters course required. Preferred: two semesters of paid experience at the college level as interpreter/transliterator.</td>
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<tr>
<td><strong>Interpreter/Transliterator II</strong></td>
<td>Minimum of two years of paid experience at the college level interpreting/transliterating classes of a moderate to complex nature. Completion of an accredited interpreter training program, or a certificate/degree in a related field of study, or equivalent training under the direction of a certified mentor interpreter/transliterator, plus 20 units of accredited college-level courses.</td>
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Interpreter/Transliterator III

| One year of successful experience in Los Rios CCD as an Interpreter/Transliterator II, RID certification and attainment of NAD level 5. | Minimum of two years of paid experience at the college level interpreting/transliterating classes of a complex nature. Certification from the Registry of Interpreters (RID) for the Deaf or an assessment of level five (5) from the National Association for the Deaf (NAD) and completion of Code of Ethics for interpreters. Completion of an associate degree from an accredited college in a related field of study, or a minimum of twenty (20) units of accredited college-level courses and documentation of continuing education units from a professional interpreting maintenance program. |

**SPECIAL REQUIREMENTS**

Skills assessment evaluations required for levels I and II. Level III should hold at least one RID certification (CT or CI). Work hours will be scheduled based on student needs. May be required to provide services at an outreach center or other off-campus location.

**KNOWLEDGE OF**

**All Levels:** Knowledge of the structure and content of ASL including the meaning and spelling of words and grammar; structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Knowledge of media equipment and methods including closed captioning, VCRs, and TTYs. Knowledge of interpreting/transliterating ASL utilizing techniques, methods and skills necessary for successful interpreting/transliterating at the college level. Knowledge of and the ability to adhere to the RID Code of Ethics.

**SKILL IN**

**Interpreter/Transliterator I:** Skill in listening to what other people are saying and clarifying as appropriate; effectively conveying information; understanding written sentences and paragraphs in work related documents; communicating effectively with others in writing as indicated by the needs of the audience. Skill in knowing how to find information and identify essential information; and finding ways to structure or classify multiple pieces of information simultaneously.

**ABILITY TO (ESSENTIAL FUNCTIONS)**

**All Levels:** The ability to perform the basic functions of the position; sustain regular work attendance; work cooperatively and effectively with the public, students, faculty and staff; exercise initiative and mature judgment; work as a member of a team; and meet schedules and time lines. The ability to listen to and understand information and ideas presented through spoken English; communicate information and ideas orally and in writing with clarity so others will understand. The ability to focus on a single source of auditory (hearing) information in the presence of other distracting sounds and not be distracted while
interpreting/ transliterating; interpret/transliterate a message accurately from the source language to the target language (spoken to signed or signed to spoken); generate and utilize linguistically based technical signs for a specific subject area; interpret moderate to complex ideas and concepts from English to ASL and from ASL to English; and demonstrate a basic knowledge of specific educational interpreting/transliterating techniques and methodologies. The ability to process or convey information; interpret complex ideas and concepts into English; utilize modern office equipment; and perform routine office assignments. The ability to work in a variety of classroom situations; adjust to change, such as work environment and technology; use appropriate judgment to avoid repetitive motion injuries; and work independently under general supervision. The ability to demonstrate a broad knowledge of technical signs and interpreting/transliterating techniques for a college setting; comprehend the signs, inflections and intent of deaf/hearing impaired students and simultaneously speak them in articulate, appropriate English or render them into sign language.