

SIGN LANGUAGE INTERPRETER

DEFINITION

Under direction, performs highly skilled sign language interpretation, translation and transliteration services to deaf, hard of hearing, partially sighted and blind students; interprets for students in the classroom, and during counseling, registration, tutoring and other assigned sessions/events using various sign language methods; communicates by visual and sometimes tactile means with students who may be deaf, hard of hearing, partially sighted or blind; serves as a liaison between students, faculty, staff, the community and the District's programs/services; performs administrative duties in support of assigned functions; and performs related work as assigned.

DISTINGUISHING CHARACTERISTICS

This is an experienced and specialized professional class within the Yosemite Community College District (YCCD). Incumbents provide highly skilled interpretive services for deaf students by using American Sign Language and related dialects. Duties require an advanced knowledge of interpretive theory and linguistics, usually obtained through substantial education and/or experience.

SUPERVISION RECEIVED AND EXERCISED

Incumbents in this class work under the direction of a Dean or senior manager, receiving occasional supervision while working toward a definite objective that requires use of a wide range of procedures. Incumbents plan and/or determine specific procedures or equipment required to meet assigned objectives and solve non-routine problems, referring only unusual matters to a supervisor.

An incumbent in this class does not directly lead or supervise other full-time employees, but may assign, direct and/or monitor the work of subordinate full time, part time, and/or student employees on a project or assignment basis.

ESSENTIAL DUTIES

- Provides sign language and related interpretive services for deaf and hard-of-hearing students.
- Translates/transliterates/interprets information for students during classroom lectures, laboratories, field trips, dramatic productions, sports/special events, and other activities; provides reverse interpretation by translating student responses and discussions for the benefit of hearing individuals.
- Translates a variety of instructional exercises; presents various instructional materials designed to enhance the learning process; may assist students with study activities in carrying out the various aspects of their educational objectives.
- Reports student progress toward the accomplishment of their educational goals.

- Serves as a liaison between deaf students, faculty, staff, the community and the District's disability programs/services.
- Maintains a variety of records and files related to the provision of services.
- Attends professional meetings, workshops, trainings and conferences to develop and maintain skills and identify new technologies and methods of interpretation.
- Evaluates program processes and procedures; plans, develops and presents recommendations regarding technical methods and techniques of program administration.
- Serves as a technical resource to others regarding areas of specialty; explains and interprets policies, regulations and operational procedures to persons contacting the office such as faculty, students, staff and the general public; participates in outreach programs and activities.
- Organizes, plans and develops work accomplishment time lines.
- Performs other related duties as assigned.

TYPICAL WORKING CONDITIONS

- Work generally occurs in an office or classroom environment. Duties may require evening and weekend hours.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The knowledge and ability requirements are representative of essential duties. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.

Knowledge of:

- Special communication needs of deaf, hard of hearing, partially sighted or blind students.
- Methods and techniques of signing and interpreting for the hearing and visually impaired.
- Basic instructional concepts for the hearing and visually impaired.
- Student behavior management strategies and techniques.
- Standard manual communication language appropriate to the assignment.
- Routine record management, storage, and retrieval systems.
- Interpretation and application techniques of American Sign Language.
- Use and operation of various devices for the deaf and hearing impaired.
- Modern office procedures, methods and equipment including computers.
- Proper English usage, spelling, grammar and punctuation.
- Code of ethics for the Registry of Interpreters for the Deaf.

Ability to:

- Perform interpreting services for deaf, hard of hearing, partially sighted and blind students.
- Demonstrate an understanding, patient, and receptive attitude toward hearing and visually impaired students.

- Utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment.
- Effectively and efficiently tutor and instruct students in academic subject areas.
- Communicate effectively to the deaf and hearing impaired using American Sign Language and/or contact signing.
- Interpret and explain school policies and procedures.
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.

Licenses and Certificates:

- Depending upon assignment, a valid license to drive in California may be required.

Physical and Mental Standards:

- **Mobility:** ability to sit, walk or stand for extended periods.
- **Dexterity:** fine manipulation sufficient to use sign language, operate a computer keyboard, handle individual papers, write and take notes;
- **Lifting:** frequently lift, carry, push, pull, or otherwise move objects up to 10 pounds.
- **Visual Requirements:** close vision sufficient to see signs, read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person; fluency in American Sign Language is required.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; frequent contact with others including significant public contact.

Education and Experience:

Any combination of education, experience and/or training that would likely provide the above required knowledge, skills and abilities is qualifying. Typical background patterns that would provide the knowledge, skills and abilities are:

- Education: Possession of a bachelor's degree from an accredited college or university, with major course work in linguistics, education, sign language, communications, or a closely related field.
- Experience: Two years of increasingly responsible sign language interpretation experience, preferably in an academic setting.
- Substitution: Possession of a valid National Interpreter Certification (NIC) issued by the National Association for the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID), may substitute for the above-required education as follows: 1) NIC (basic) certification may substitute for two years; 2) NIC Advanced certification may substitute for three years; and 3) NIC Master certification may substitute for four years.

Special Requirements:

- None

Class Adopted: 03/01/09

Class Amended: 07/01/23