

INTERPRETER FOR THE DEAF II

Work in this class involves coordinating interpreter services providing direct interpreting services in more difficult situations and providing advanced sign language training in a community or academic setting. In a community setting employees coordinate interpreter services which involves evaluating situations and determining type of skills needed, monitoring the quality of interpreter services and working with agencies to set up procedures for utilizing interpreters. Employees interpret in a wide range of situations which are usually more difficult ones in which qualified interpreters could not be obtained. Work also involves teaching a variety of sign language classes at different levels which requires developing curriculum. In a university setting employees coordinate student interpreters that involves making assignments, supervising, observing, and evaluating the interpreters. Employees provide direct interpreting services for the most difficult classes such as graduate level courses. Work also involves teaching intermediate and advance sign language classes that requires developing curriculum. Work may include other related duties as determined by management. Employees report to a program director or to a Community Services Consultant.

I. DIFFICULTY OF WORK:

Complexity - In a community setting, employees are responsible for coordinating interpreter services, which requires judgment to assess the variety of interpreting situations and the clients' language skills in order to determine the level of interpreter skills needed to ensure effective communication. Work involves the arrangement of contractual services between client and interpreter as to the rate of payment and reimbursement procedures. Employees negotiate with businesses and organizations to develop financial resources for interpreter services and work with community groups to develop recreational and educational services within the community to enhance the involvement of the deaf population in all phases of community participation. Employees provide direct interpreter services in more difficult situations such as legal or medical settings. Employees are normally providing direct services when a qualified interpreter is not available. In an academic setting, employees are responsible for making assignments for student interpreters based on their skills and the needs of the students, training, supervising, and evaluating performance of student interpreters. Employees interpret for students in more advanced or graduate level courses in which the subject matter is more difficult to comprehend and there is more reverse interpreting required. In both settings, employees teach multi-level and advanced sign language and interpreting classes, which involves developing curriculum and a variety of materials.

Guidelines - Employees are bound by the Code of Ethics of the Nation Registry for the Interpreters for the Deaf. Employees utilize policies, procedures and directives established by the North Carolina Council for the Hearing Impaired and the University. Situations related to program direction are referred to supervisor.

II. RESPONSIBILITY:

Accountability - Employees function independently in coordinating and implementing interpreter services. Employees assist with the development of program services for deaf clients/students.

Consequence of Action - Employees assure that timely quality services are provided to deaf clients and businesses/organizations involved with the deaf population. Failure to assure the provision of these services could result in adverse treatment to deaf clients or the deaf community.

Review - Employees plan their own schedule on a short and long-term basis. Progress and/or problems with work are communicated through conferences with supervisor and reports on a regular basis.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Employees in a community setting work with clients who have a wide variety of educational and socio-economic backgrounds which require varying methods of sign communication. In an academic setting, employees work with students and professors in creating and awareness of the role and responsibility of the interpreter and the deaf client.

In addition to providing direct interpreter services, work may involve negotiating with interpreters and/or businesses regarding reimbursement procedures. Employees also serve as program advocates for the deaf population. Work may involve training client or a student in how to utilize interpreter services.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees may work in a variety of settings such as classrooms, courtrooms, doctors' offices, hospitals, or office buildings.

Nature and Potential of Personal Hazards - Employees are rarely exposed to any harmful elements.

V. RECRUITMENT STANDARDS:

Knowledge, Skills, and Abilities - Skill in interpreting/transliterating using either a Manual Code for English or American Sign Language based on the communication mode of the hearing impaired individual. Ability to render manually, orally or in writing a hearing impaired person's message. Skill in language mediation and possession of long and short-term memory skills. Knowledge of the ethics of interpreting. Knowledge of the characteristics of deafness and unique communication and learning problems of the deaf. Knowledge of community agencies which provide essential human services. Ability to assess communication skill level of client and exercise judgement in determining service to be rendered. Ability to establish rapport with deaf populations, community and business officials, and faculty. Ability to organize, train, and evaluate work of others.

Minimum Training and Experience - Graduation from high school and two (2) years of interpreting experience or an equivalent combination of training and experience.

Necessary Special Qualification –

If applicable as defined by GS 90D, meet the requirements for licensure as determined by the North Carolina Interpreter and Transliterating Licensing Board.

Special Note

This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.