

I. DESCRIPTION OF WORK

Positions in this banded class organize and coordinate services for clients including students, faculty, staff, and others in the general population who are deaf, hearing impaired or speak a language other than English. The positions provide individualized counseling and interpreter/translator services as needed. They also coordinate services and conduct meetings/workshops for students and faculty on communicating with students within these populations.

II. ROLE DESCRIPTIONS BY COMPETENCY LEVEL

Contributing	Journey	Advanced
Positions at this level may serve either deaf or hearing impaired clients requiring basic skills in interpreting and using either a Manual Code for English or the formal registry of American Sign Language or they may serve clients speaking languages other than English requiring basic skill in translating a specific language or languages. Positions at this level typically require supervision.	Positions at this level may serve either deaf or hearing impaired clients requiring intermediate level skill in interpreting and using either a Manual Code for English or the formal registry of American Sign Language or they may serve clients speaking languages other than English requiring intermediate skill in translating a specific language or languages.	Positions at this level exhibit high level and specialized skills in providing interpreting and/or transliterating services. Positions at this level may evaluate and/or supervise other translators, coordinate community education, and/or direct a program.

III. COMPETENCIES

Competency	Definition
Knowledge - Professional	Knowledge of one or more languages including sign language and skills in interpreting and translating languages. Ability to keep current with developments and trends in area(s) of expertise.
Customer/Patron Services	Ability to develop and maintain strong relationships with clients (those for whom formal professional services are rendered) or patrons (students, faculty, staff, scholars, researchers and the general population) by listening to the client'/patron and understanding and responding to identified needs.
Communication	Ability to communicate information to individuals or groups suitable to the needs of the individual/group.
Information Administration	Knowledge of appropriate data collection policies and procedures and data management systems. Ability to compile, organize and store information. Ability to review and analyze information to prepare reports.

Note: Not all competencies apply to every position/employee; evaluate only those that apply. Competency statements are progressive.

IV. COMPETENCY STATEMENTS BY LEVEL

Knowledge – Professional

Knowledge of one or more languages including sign language and skills in interpreting and translating languages. Ability to keep current with developments and trends in area(s) of expertise.

Contributing	Journey	Advanced
<p>Basic knowledge, fluency, and skill in interpreting and using either a Manual Code for English or the formal registry of American Sign Language for assisting the deaf and hearing impaired based on the communication mode of the client.</p> <p>Basic knowledge, fluency, and skill in translating a specific language or languages for assisting non-English speaking persons.</p> <p>Knowledge of the ethics of interpreting and/or translating.</p>	<p>Intermediate knowledge, fluency, and skill in interpreting and using either a Manual Code for English or the formal registry of American Sign Language for assisting the deaf and hearing impaired based on the communication mode of the client.</p> <p>Intermediate knowledge, fluency, and skill in translating a specific language or languages for assisting non-English speaking persons.</p> <p>General knowledge of the client population.</p> <p>Knowledge of the professional standards and ethics for interpreters.</p> <p>Knowledge of community agencies which provide essential human services.</p>	<p>Specialized knowledge, fluency, and skill in translating or interpreting for a specific population including work in a fast-paced environment and in high-level meetings (including in-person, conference call, and video conferencing).</p> <p>Detailed knowledge of requirements for the provision of services and ability to assess and ensure adherence to these requirements.</p> <p>Knowledge of teaching principles required to develop and implement interpreter and translator training.</p>

Customer/Patron Services

Ability to develop and maintain strong relationships with clients (those for whom formal professional services are rendered) or patrons (students, faculty, staff, scholars, researchers and the general population) by listening to the client/patron and understanding and responding to identified needs.

Contributing	Journey	Advanced
<p>Ability to communicate both the message of the client and others in a one-on-one setting.</p> <p>Ability to maintain confidentiality.</p> <p>Ability to provide services in a clinical setting with minimal supervision.</p>	<p>Ability to assess communication skill level of client and exercise judgment in determining level of interpreting/translating services needed.</p> <p>Ability to communicate both the message of the client and the messages of others in both one-on-one and group settings.</p> <p>Ability to maintain confidentiality and remain neutral in all conversations and communication.</p> <p>Ability to independently recognize when services should occur in private settings due to confidentiality.</p> <p>Ability to provide services in a clinical setting; ability to serve as patient advocate ensuring that the client receives access to all appropriate services.</p>	<p>Ability to select interpreters/translators that meet the skill level requirements for specific population(s).</p> <p>Ability to coach and monitor others regarding issues of confidentiality.</p> <p>Ability to prepare work schedules and manage daily workflow and assignments.</p>

Communication

Ability to communicate information to individuals or groups suitable to the needs of the individual/group.

Contributing	Journey	Advanced
<p>Ability to establish rapport with clients, faculty, staff and others.</p> <p>Ability to work with a limited client population.</p>	<p>Ability to establish rapport with clients, faculty, staff and others.</p> <p>Ability to work with people of diverse backgrounds and cultures.</p> <p>Ability to organize, train, and evaluate work of others as needed.</p>	<p>Ability to build relationships with client populations, community leaders, business officials and others offering related services to clients.</p> <p>Ability to serve as a community liaison with the university/agency and corporate community in order to obtain appropriate program support.</p> <p>Ability to develop written documents and forms for a variety of audiences to ensure access to essential information and services.</p> <p>Ability to provide education and training of staff and health care professionals on core cultural competencies and cultural and linguistic issues.</p> <p>Ability to counsel, assess and educate staff to ensure competence and adherence to mandated guidelines.</p>

Information Administration

Knowledge of appropriate data collection policies and procedures and data management systems. Ability to compile, organize and store information. Ability to review and analyze information to prepare reports.

Contributing	Journey	Advanced
<p>Ability to document client data.</p> <p>Ability to utilize data management systems under supervision.</p>	<p>Ability to document client data and utilize data management systems. May train others in the use of data management systems.</p>	<p>Ability to monitor data quality in the data management system.</p> <p>Ability to develop reports and monitor usage of services.</p> <p>Ability to use data to project staffing needs; ability to assist in planning and managing the provision of services.</p>

V. MINIMUM TRAINING & EXPERIENCE

High school diploma or equivalency and three years of interpreting/translating experience; or equivalent combination of training and experience. Demonstrated possession of the competencies necessary to perform the work.

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