



**POSITION DESCRIPTION / CLASSIFICATION REVIEW FORM**

The position description is the foundation for recruitment, determination of classification, formulation of work plans and the basis for performance management and evaluations. Supervisors are expected to review the position description with the employee: (1) when the employee begins the new assignment; (2) when the position description is revised; and (3) when the position is evaluated. Please note whenever there is a substantial change in the assignment, the position description should be revised and submitted to Human Resources to determine if there is a classification impact. This form is available on the HR webpage.

<b>Name of current incumbent (if filled position):</b>		<b>Date:</b> 8/21/2024
<i>If vacant, name of previous incumbent:</i>		
<b>Job Code/Range:</b> 7193	<b>Job Classification:</b> Hourly Interpreter/Realtime Captioner/Computer-Aided Transcriber	<b>Position #:</b> (HR use only)
<b>Working Title (optional):</b> Interpreter		<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt
<b>Department ID:</b> D23340	<b>Department Name:</b> Disability Services	<b>Time Base:</b> 1.0, Full-time

**A. ACTION REQUESTED:**

**Recruitment:**

- New position
- Replacement:
  - No review required
  - Review needed – substantial changes made

**Classification Review: (Section J required, Cabinet Officer signature required)**

- Initiate classification review (Organizational Chart must be attached)
- Requested by:*  Employee  Supervisor/Administrator  CSU/HR

**Update existing position description:**

- No review required
- Review needed – substantial changes made

**B. SIGNATURES:** Signature denotes that this position description is an accurate statement of assigned duties. As a supervisor, if you are not in agreement with duties described, please attach additional sheet describing the differences which will be used for additional review by Human Resources. This job description supersedes all prior job descriptions and is intended to describe the general content and essential requirements for the position listed above. It is not an exhaustive statement of duties. Management reserves the right to add or change the duties of this position as required at any time.

\_\_\_\_\_  
(Employee) (Date)

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Appropriate Administrator) (Date)

\_\_\_\_\_  
(Cabinet Officer) req'd for classif. reviews (Date)

**C. POSITION PURPOSE:** Please describe the basic primary function(s) of the position – the reason the position exists. In order to provide an accurate description of the position, please do not copy duty statements from the CSU Classification Standards.

Under general supervision of the Director, Services for Students with Disabilities, the Hourly Interpreter plays a pivotal role in fostering an inclusive and accessible educational environment by providing proficient interpreting services for deaf and hard-of-hearing students in a classroom or related instruction setting and/or activities. By facilitating effective communication in academic settings, meetings, and campus events, the Hourly Interpreter enhances student access to educational opportunities, supports their academic success, and promotes a campus culture that values diversity, equity, and inclusivity. Through skilled interpretation, the Hourly Interpreter contributes to the university's commitment to providing equitable access and support for all members of the campus community.

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.

**D. DUTIES AND RESPONSIBILITIES:** List 4 or 5 of the most significant or major duties in order of importance as well as marginal duties. Indicate the approximate percentage of time spent with percentages of no less than 5%. Total of all duties must add up to 100%.

	PERCENTAGE %
1) MAJOR JOB DUTIES (Essential Functions)	
A. Interpreting Services	85%
B. Scheduling Support	10%
2) OTHER JOB DUTIES (Marginal Duties)	5%
• Perform other job-related duties and special projects as assigned.	
• Attend training and maintain skill currency as appropriate to safely and effectively complete assignments.	

*The examples above illustrate typical work activities and are not meant to be all inclusive or restrictive.*

Total = 100%

**DUTY STATEMENTS (list major job duties again and then give examples of tasks under each heading):**

**A. Interpreting Services (85%)**

- a) Interpret spoken English into American Sign Language (ASL) or other manual sign systems, and vice versa, in classroom settings, tutoring sessions, meetings, and campus events.
- b) Utilize specialized signs and accommodate diverse language preferences to accurately convey technical or specialized subject matter and vocabulary.
- c) Maintain a high level of accuracy in conveying the register, tone, intent, and content of the speaker's message.
- d) Adapt communication strategies based on the specific requirements of instructional settings and academic content.
- e) Facilitate effective interaction between deaf or hard-of-hearing consumers and hearing participants in academic and non-academic environments.
- f) Uphold professional standards and adhere to the Registry of Interpreters for the Deaf (RID) code of professional conduct, maintaining confidentiality and neutrality in all interpreting assignments.
- g) Handle sensitive information with discretion and maintain confidentiality regarding student records, accommodations, and interactions.
- h) Demonstrate cultural competency and respect for diverse backgrounds and perspectives in interpreting interactions and professional relationships.
- i) Seek feedback from consumers, peers, and supervisors to improve interpreting techniques and effectiveness.
- j) Stay informed about advancements in assistive technologies and resources that support deaf and hard-of-hearing accessibility in educational settings.

**B. Scheduling Support (10%)**

- a) Communicate effectively with faculty, staff, and students to clarify interpreting needs and facilitate smooth interactions.
- b) Maintain confidentiality and professionalism in handling sensitive student information and interpreting assignments.
- c) Assist in scheduling and coordinating interpreting services for university-wide events and activities as needed.

**E. REQUIRED QUALIFICATIONS:** These should match those listed on the classification standards. Any supplemental qualifications should be listed as "preferred".

- 3) **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 postsecondary 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.
- 4) **LICENSES, CERTIFICATES, CREDENTIALS:** N/A
- 5) **SKILLS, KNOWLEDGE, ABILITIES (SKA's):**
  - Regular and reliable attendance is required.
  - Working knowledge of the process on interpretation.
  - Working knowledge of ASL and/or English sign system as required by the student(s) or the assignment.
  - Working knowledge of the methods and techniques used in communicating with Deaf and Hard-of-Hearing consumers.
  - Working knowledge of the Registry of Interpreters for the Deaf (RID) code of professional conduct.
  - Working knowledge of the vocabulary used in the courses to which the Interpreter is assigned.
  - 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.
  - Ability to 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.
  - Ability to work with students from diverse backgrounds.
  - Possession of strong receptive and expressive communication skills and ability to understand the message, convey the register, tone, intent, and content of the speaker.
  - Demonstrated customer service experience requiring a very high level of diplomacy and professionalism.
  - Ability to use tact and diplomacy to effectively handle a broad range of high level and sensitive interpersonal situations with diverse personalities, and to respond appropriately to conflicts and problems.
  - Ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive work atmosphere in the University with the ability to establish and maintain effective working relationships within a diverse population and with those from various cultural backgrounds.
  - Excellent communication skills; ability to effectively communicate information in a clear and understandable manner.
  - Thorough knowledge of English grammar, spelling, and punctuation.
  - Ability to interpret, communicate and apply policies and procedures.
  - Ability to maintain a high degree of confidentiality.
  - Excellent organizational and time management skills with the ability to set own priorities to coordinate multiple assignments with fluctuating and time-sensitive deadlines.
  - Excellent computer skills and competence with a variety of computer applications including word-processing, spreadsheets, databases, on-line systems, Internet as well as online calendaring and email.
  - Working knowledge of or ability to quickly learn University infrastructure.

**F. PREFERRED QUALIFICATIONS:** Note any additional knowledge, skills, experience, certificates, education, or licenses that are desired for this position.

- Two (2) years of experience interpreting in a higher education setting.
- Bachelor's degree
- National certification by the Registry of Interpreters for the Deaf, or National Association for the Deaf.
- Demonstrated skills in an institutional/educational environment possessing a customer-oriented and service-centered attitude.

**G. SPECIAL CONDITIONS:**

- Must be willing to travel and attend training programs off-site for occasional professional development.
- Must be able to work overtime, occasional holidays, and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.
- **BACKGROUND CHECK:** Satisfactory completion of a background check (including a criminal records check) is required for employment. CSU will make a conditional offer of employment, which may be rescinded if the background check reveals disqualifying information, and/or it is discovered that the candidate knowingly withheld or falsified information. Failure to satisfactorily complete the background check may affect the continued employment of a current CSU employee who was conditionally offered the position.
- **SENSITIVE POSITION:** This position is considered a sensitive position. Sensitive positions are designated by the CSU as requiring heightened scrutiny of individuals holding the position, based on potential for harm to children, concerns for the safety and security of the people, animals, or property, or heightened risk of financial loss to the CSU or individuals in the university community.
- **MANDATED REPORTER: General:** The person holding this position is considered a general mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083, revised July 21, 2017.

- **EQUAL EMPLOYMENT OPPORTUNITY:** This University is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, genetic information, marital status, disability or covered veteran status.

**H. PHYSICAL DEMANDS & WORK ENVIRONMENT (must be completed):**

Indicate the type of physical effort which is essential to the position activities:

- SEDENTARY WORK** – involves mainly sitting; minimal walking and standing; lifting light weight objects limited to 15 pounds.
- LIGHT WORK** – involves mainly sitting, up to 25% standing or walking; lifting medium weight objects limited to 25 pounds.
- MEDIUM WORK** – up to 40% of the activities involve sitting, standing, squatting, kneeling or walking; lifting heavy weight objects limited to 50 pounds; may involve pushing and pulling objects within the weight limits.
- HEAVY WORK** – 50% or more of the activities involve walking, standing, squatting, kneeling or climbing; lifting heavy weight objects which may exceed 50 pounds.

Indicate the type(s) of environmental factors which are essential to the position activities:

- Is exposed to excessive noise
- Is around moving machinery
- Is exposed to marked changes in temperature and/or humidity
- Is exposed to dust, fumes, gases, or radiation, microwave
- Drives motorized equipment
- Works in confined quarters
- Works in high places
- Other:
- N/A

**I. SUPERVISION:**

**Supervision Received:** Describe the nature of supervision the employee in the position will receive.

- Direct Supervision - Employee receives immediate, close and regular supervision
- General Supervision - Employee receives some delegation of responsibility and independence
- General Direction – Employee functions independently under broad guidelines
- Administrative Direction – Responsibilities are defined by the scope of the organizational functions; responsible for formulating operational policies for a comprehensive and diversified program; makes top level management decisions. (Management Only)

<b>Name of Supervisor:</b>	<b>Job (Classification)Title:</b> Director, Services for Students with Disabilities, Administrator II
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**Supervision Given:** List name(s) and title(s) of employee(s) that this position will supervise directly (if applicable):

Name:	Job (Classification)Title:

J. **CLASSIFICATION REVIEW REQUESTS:** If this is an existing position that you believe has changed, describe what is different about the assignment in terms of responsibility, complexity, authority, and skill levels. In order to assist you with this analysis, please answer the following questions. **Include organizational chart.** If necessary, attach additional sheets.

1. Which parts of the assignment are the most difficult and/or require the greatest skill to perform? Why? Please give examples.
2. To what extent do the duties of this position involve independent action or require decisions on the part of the person in the position? Which, if any, are the most difficult, and how frequently do they occur?
3. What would be the probable result of a poor judgment, decision, or action by the person in this position? How would these errors be detected? What would be the consequence of the errors?
4. How is work assigned to this position? To what extent does the person in this position have authority to determine what is to be done and when?
5. In what way is the work of this position reviewed? That is, is work spot-checked or is all work reviewed? Are there standardized controls or checks which would normally catch errors made by the person in the position? Please explain.
6. Do you assist in developing departmental policy? If yes, please explain.
7. Does this position have supervisory responsibility? Please specify.

**Additional comments: (optional)** Clarify duties assigned and/or include any additional information that you think would be helpful in the review of this position.