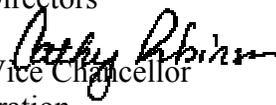


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Date: April 30, 2003 **Code:** TECHNICAL LETTER
HR/PCOS 2003-02

To: Human Resources Directors
Disabled Student Services Directors **Response Due By:**
May 30, 2003

From: Cathy Robinson, Assistant Vice Chancellor 
Human Resources Administration

Subject: Draft Classification Standards: Interpreter/Transliterators Series and
Communication Access Real-Time Series

Human Resources has completed an ongoing and comprehensive review of positions and classifications providing interpreting and captioning services to individuals in need of these services. Updated and new draft standards have been developed. This memorandum addresses these changes. In addition, campus review and feedback are requested as they are critical to the development of the final classification standards.

Updated Draft of the Interpreter/Transliterators Classification Series

Since the last review of this series, changes have been made to the distinguishing characteristics for each classification, making another campus review advisable. In addition, certifications currently offered by the Registry of Interpreters for the Deaf (RID) and the National Association of the Deaf (NAD) will be combined or revised later this year, requiring a revision of the certification language.

New Communication Access Real-time Translation (CART) Series

This series is comprised of three classifications designed for positions providing captioning services to deaf and hard-of-hearing and otherwise disabled individuals. The three proposed classifications are distinguished by the computer systems, technology, software and captioning method employed.

- **Real-time Captionist** – This classification is distinguished by specialized court reporting stenography methods, technology, software and equipment utilized to create real-time **word-for-word** transcriptions of what is spoken.
- **TypeWell Captionist** – This classification is distinguished by the use of the specialized TypeWell software and standard laptop computers and keyboards to create real-time **meaning-for-meaning** transcriptions of what is spoken. Incumbents use speed-typing, **spelling abbreviations** and word condensing strategies to create simultaneous transcriptions.

Distribution:

CSU Presidents	Vice Presidents, Student Affairs
Vice Chancellor, Human Resources	Associate Vice Presidents/Deans of Faculty Affairs
Vice Presidents, Business Administration	Employee Relations Designees
Vice Presidents, Academic Affairs	SOSS Director

- **C-Print Captionist** – This classification is very similar to the TypeWell Captionist in that incumbents create **meaning-for-meaning** transcriptions of what is spoken. However, incumbents use **phonetic abbreviations** (rather than spelling abbreviations), speed typing and word condensing strategies to create simultaneous transcriptions.

Campus Review Instructions:

For your reference, the following attachments are provided:

- Attachment A – Draft Interpreter/Transliterator Series
- Attachment B – Draft Communication Access Real-time Series

We request that campus Human Resources and Disabled Student Services coordinate efforts and submit one comprehensive feedback document. As you review these materials, please keep in mind the following questions:

1. *Do the proposed classification standards provide an umbrella under which you can equitably classify your positions?*
2. *Do the standards adequately cover the breadth of work performed in these areas today and potentially in next few years?*
3. *Are any work functions or critical skills missing? If yes, what?*
4. *Are the classifications and skill levels distinction enough? Is the progression from one classification or skill level to the next clear?*

Please provide written comments via e-mail (preferred), regular mail or fax at (562) 951-4954 to Gina Caywood (562) 951-4416 or via e-mail at gcaywood@calstate.edu.

Thank you in advance for your time and effort in reviewing these drafts. **We look forward to hearing from you by May 30, 2003.** Your input is critical to ensure the new classification standards meet your campus' operational needs.

Campus feedback will be reviewed in June 2003. As appropriate, revisions will be made and reviewed with subject experts and management advisory groups. It is anticipated the standards will be finalized in June/July 2003 and outstanding impact issues will be negotiated with the appropriate collective bargaining representatives.

Questions regarding this technical letter may be directed to Gina Caywood at the phone number or e-mail address provided above. This technical letter is also available on Human Resources Administration's Web site at: <http://www.calstate.edu/HRAdm/memos.shtml>. Thank you.

CR/gc

Draft Classification Standard

Interpreter/Transliterator Series

Class Title	Class Codes	Date	
		Established	Date Revised
Interpreter/Transliterator I	7170 / 7165	06-30-82	XX-XX-03
Interpreter/Transliterator II	7169 / 7166	12-15-84	XX-XX-03
Lead Interpreter/Transliterator	7168 / 7167	07-01-99	XX-XX-03

SERIES OVERVIEW:

Interpreter/Transl iterators facilitate communication between deaf or hard-of-hearing and hearing persons by interpreting and transmitting from spoken English into a signed system and/or interpreting from a signed system into spoken English. To facilitate communication, incumbents may use a sign language system such as American Sign Language, Signed English and/or another manual sign system, spoken English, oral and/or tactile interpretation and transmission. Interpreter/Transl iterators must be able to render accurately the register, tone, intent and content of the message through a signed system or spoken language.

While incumbents primarily serve students, they also may provide interpreting services for others in the campus community, including faculty, staff and university guests. Incumbents most often are scheduled to support one or more students for an assigned class. Assignments may involve serving different students in various classes. In addition, some assignments may involve team interpreting to provide training or relief opportunities. Individual, short-term assignments may require providing services at conferences, meetings and/or other university or academically related events and activities.

Three classifications are defined within the series. Movement to a higher classification and/or skill level within a classification is based on the skills, education and training, certifications and experience of the incumbent. Interpreter/Transl iterators possessing higher levels of skills are assigned the more complex interpreting assignments.

INTERPRETER/TRANSLITERATOR I

Distinguishing Characteristics:

Under general supervision, an Interpreter/Transl iterator I performs interpreting/transl iterating assignments primarily for instructional classes. Assignments may involve technical or specialized subject matter and vocabulary. Individual assignments will vary based on the specific skills of the interpreter/transl iterator and the needs of the students or other individuals served. Complexity and skill factors include:

- Type of communication system needed;
- Difficulty or unique nature of the subject matter and vocabulary;
- Speed of interpreting, translation and/or transl iterating required; and
- Number of deaf or hard-of-hearing persons served simultaneously.

Examples of Typical Activities:

The Interpreter/Transliterater I facilitates communication for deaf or hard-of-hearing persons in classrooms, other instructional settings and activities by using a sign language system, spoken English, oral and/or tactile transmission. More difficult tasks may involve interpreting technical or specialized subject matter and vocabulary which requires using specialized signs, serving several deaf or hard-of-hearing persons with varied language preferences, and interpreting fast spoken material.

Typical Qualifications:

Assignments vary in the type and extent of knowledge and abilities in terms of subject matter and vocabulary required, but common requirements include the following knowledge, abilities and background:

- **Knowledge** – Assignments require working knowledge of the interpretation/transliteration process; working knowledge of American Sign Language and/or other signed 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 persons; demonstrated understanding of the deaf and hard-of-hearing culture; working knowledge of the Registry of Interpreters for the Deaf (RID) code of ethics; and working knowledge of the vocabulary used in the courses to which the interpreter/transliterater is assigned.
- **Abilities** – Incumbents must be able to hear spoken English and use American Sign Language and/or another signed system to generate language effectively; interpret/transliterate between both sign language 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; and work with students from diverse backgrounds.
- **Experience and Education** - Any combination of experience and training in interpreting and transliterating, which demonstrates assurance of the skills appropriate for the level of the assignment. Typically, sufficient experience to provide interpreting services to students and others in the university setting requires a minimum of 300 hours of paid interpreting/transliterating experience. In addition, a wide acquaintance with academic higher education through attendance at a post-secondary educational institution may be essential to fully comprehend and accurately translate the language and vocabulary used in the assigned instructional and/or academic situations.

INTERPRETER/TRANSLITERATOR II

Distinguishing Characteristics:

Under general supervision, the Interpreter/Transliterater II provides interpreting services in more complex situations requiring more advanced interpreting and transliterating skills. Two skill levels are defined within this classification and are distinguished by their level of certification as described below under Typical Qualifications.

The Interpreter/Transliterater II is distinguished from the Interpreter/Transliterater I by the performance of more complex assignments requiring higher levels of training, skills, certification and experience. Assignments for the Interpreter/Transliterater II typically require interaction in highly

technical and specialized fields and situations. These situations may include, but are not limited to, the following:

- Advanced level or highly complex classes requiring interaction using highly technical or specialized subject matter and vocabulary.
- Discussion situations involving advanced and/or complex topics requiring significant signed to voice translations, in addition to voiced to sign translations.
- More complex interpreting situations such as conferences, workshops, seminars and/or theatrical settings where multiple persons, including faculty, students and staff are served simultaneously.

Examples of Typical Activities:

The Interpreter/Transliterater II provides communication access for deaf or hard-of-hearing students enrolled in advanced or more complex university classes or settings, which often involve a high level of interactive discussions. Classes taught with specialized vocabulary, ideas or concepts that can only be relayed successfully to the student if the interpreter/transliterater has knowledge of the complex subject matter to a degree that provides for fluent, accurate and specific translation of the terms in the language mode that the deaf or hard-of-hearing student can understand readily. The skilled Interpreter/Transliterater II adapts all terminology, language, instruction, concept, theory and emotion to convey all aspects of the lecture/teaching material and experiences to provide deaf or hard-of-hearing students the same access to instruction (taking into consideration language and cultural differences) provided for hearing students. Duties may include mentoring other interpreters/transliterators, providing training at employee in-service programs, and advising other interpreters/transliterators on technical issues.

Typical Qualifications:

- **Knowledge** – In addition to the knowledge required of the Interpreter/Transliterater I, both skill levels of the Interpreter/Transliterater II require thorough knowledge of the interpreting/transliterating process; thorough knowledge of special communication needs for deaf or hard-of-hearing persons; comprehensive understanding of deaf and hard-of-hearing culture; working knowledge of conference and theatrical interpreting techniques; working knowledge of vocabulary, terminology, and basic information in a variety of subjects; and knowledge of specialized vocabulary and techniques used in interpreting professional and technical subject matter.
- **Abilities** - In addition to the abilities required of the Interpreter/Transliterater I, both skill levels of the Interpreter/Transliterater II must be able to interpret and transliterate effectively at a level that requires using unique terminology and language; adapt interpreting/transliterating skills to an academic setting; interpret difficult and complex terms, concepts, ideas and emotions; learn unique subject matter, theories and terminology; provide accurate, thorough and comprehensive services; be responsive to students' needs and instructional goals; serve a group as well as an individual; and deliver signed discussions, speeches and lectures in spoken language.
- **Experience** – Typically, 1,000 hours or more of paid interpreting and transliterating experience in a variety of settings is required to attain the experience and certifications required to enter

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the Interpreter/Transliterater II classification. However, obtaining 1,000 hours of experience alone does not necessarily qualify an interpreter/transliterater for the Interpreter/Transliterater II classification. Rather, the combination of skills, certification and experience determines movement from the Interpreter/Transliterater I to the Interpreter/Transliterater II.

- **Education and Certifications** – Typically, wide acquaintance with academic higher education through attendance at or graduation from a four-year college or university may be essential to provide interpreting services at the level required for an Interpreter/Transliterater II. Additionally, the following certifications are required for each of the two skill levels within the classification:

Certification – Salary Range A:

Certification in **either** interpreting or transliterating by a nationally recognized agency, such as NAD and/or RID is required.

Certification – Salary Range B:

Certification in **both** interpreting and transliterating by a nationally recognized agency, such as NAD and/or RID is required.

LEAD INTERPRETER/TRANSLITERATOR
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Distinguishing Characteristics:

Under general direction, a Lead Interpreter/Transliterater provides lead work direction and coordination to individuals providing interpreting and captioning services and related support for deaf or hard-of-hearing persons. Lead Interpreter/Transliteraters also regularly provide interpreting and transliterating services. Incumbents must possess skills comparable to those identified for an Interpreter/Transliterater II to effectively assess student needs, evaluate the language skills of interpreters/transliteraters and make successful matches between students and interpreters.

Examples of Typical Activities

Lead Interpreter/Transliteraters perform lead work and coordinate interpreting and transliterating services for university deaf or hard-of-hearing persons. In addition, the lead performs the full range of services described for the Interpreter/Transliterater II. Lead work direction involves assigning and scheduling interpreters/transliteraters taking into consideration a student's needs and preferences and the skill and style of the interpreter/transliterater; arranging for substitutes; orienting and training new interpreters/transliteraters; providing instructions on work procedures; facilitating and conducting in-service training; assisting in the recruitment and selection of interpreters/transliteraters through skill evaluations; reviewing timesheets; monitoring work quality and providing input to performance evaluations; and serving as a resource to other interpreters/transliteraters on technical, confidential and sensitive matters.

Typical Qualifications:

- **Knowledge** – In addition to the knowledge required of the Interpreter/Transliterater II, the Lead must possess knowledge of standard supervisory and training techniques; demonstrate a thorough understanding of student and classroom needs in a university setting; possess a thorough knowledge of nationally recognized certification requirements, such as those

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recognized by RID and NAD; and possess a thorough understanding of appropriate interpreter protocols and the RID national code of ethics. Lead Interpreter/Transliterators also should be familiar with Assistive Learning Devices.

- ***Abilities*** – In addition to the abilities required of the Interpreter/Transliterators II, the Lead must be able to conduct and coordinate in-service training; demonstrate organizational skills related to scheduling; assess skills and performance of other interpreters/transliterators; and demonstrate a high level translating vocabulary.
- ***Experience*** – Typically, the equivalent of 1,600 hours or more of paid interpreting and transliterating experience, with experience in a university setting, is required to attain the experience and certifications required at the Lead level. Meeting 1,600 hours of experience alone, however, does not necessarily qualify an interpreter/transliterators for the Lead level. Rather, it is a combination of skills, certification and experience that determine qualifications at this level.
- ***Education and Certifications*** – Education and certification requirements for the Lead are consistent with the requirements for the Interpreter/Transliterators II, Level B, in that certification in **both** interpreting and transliterating by a nationally recognized agency, such as the NAD and/or RID is required.

Draft Classification Standard

Communication Access Real-Time Translation (CART) Series

SERIES OVERVIEW:

This series is comprised of classifications offering communication access real-time translating (CART) services to persons in need of these services, such as deaf, hard-of-hearing or otherwise disabled individuals, including students, faculty and staff. Incumbents use computerized systems, technology and specialized software to facilitate communication by creating real-time text transcriptions of classroom lectures and discussions, student-teacher conferences and/or other academic or instructional situations. As the Captionist types into the system, the transcription is displayed simultaneously to the individual(s) served who simultaneously read the transcription. Captionists further facilitate communication by allowing the individual(s) to participate concurrently in the situation by voicing questions or comments that the individual has typed into the system. Incumbents typically provide the individuals being served with an electronic or hard copy of the final, edited transcription.

Three separate classifications are defined in the series and are differentiated based on the computer systems, technology, software and captioning method employed.

- **Real-time Captionist** – This classification is distinguished by specialized court reporting stenography methods, technology, software and equipment utilized to create real-time **word-for-word** transcriptions of what is spoken.
- **TypeWell Captionist** – This classification is distinguished by the use of the specialized TypeWell software and standard laptop computers and keyboards to create real-time **meaning-for-meaning** transcriptions of what is spoken. Incumbents use speed typing, spelling abbreviations and word condensing strategies to create simultaneous transcriptions.
- **C-Print Captionist** – This classification is very similar to the TypeWell Captionist in that incumbents create **meaning-for-meaning** transcriptions of what is spoken. However, incumbents use **phonetic abbreviations** (rather than spelling abbreviations), speed typing and word condensing strategies to create simultaneous transcriptions.

REAL-TIME CAPTIONIST

The Real-time Captionist provides on-site real-time interpreting services by using court reporting methods, technology, advanced software and equipment to provide a word-for-word transcription of what is spoken. Incumbents must research special terminology related to assignments and regularly develop and modify custom software dictionaries to ensure the speed and accuracy of concurrent transcriptions. They are often involved in specialized, highly technical and/or scientific translations, which may require additional technical training for comprehension and dictionary building.

Typical Qualifications:

- **Knowledge** – Incumbents must possess a thorough knowledge of court reporting methods, technology and associated software; comprehensive knowledge of the English language, including grammatical structure; working knowledge of the language and vocabulary used in assigned translating situations; familiarity with the Registry of Interpreters for the Deaf (RID) code of ethics; and familiarity with the deaf and hard-of-hearing culture.
- **Abilities** – Incumbents must be fully proficient in the use of court reporting stenography methods, software, systems and equipment; be able to caption at 180 words or more per minute with a high level of accuracy; be proficient with a dictionary of 26,000 plus entries; possess strong listening skills and be able pay close attention to conversational details in fast paced and stressful situations; possess proficiency in English grammar and editing skills; be able to maintain confidentiality; and be able to maintain recording and computer equipment.
- **Experience and Education** – Typically, six to twelve months of experience providing real-time captioning services, preferably in a higher education setting is required. In addition, professional transcription training and/or some post-secondary education may be necessary to fully comprehend and be able to provide accurate transcriptions of the language and vocabulary used in various academic/instructional situations.
- **Equipment** – Incumbents typically are required to provide their own court reporting stenography and computer equipment and software as these systems tend to be highly personalized.

TYPE-WELL CAPTIONIST

The TypeWell Captionist uses the specialized Type-Well software and its speed-typing features, spelling abbreviations and text condensing strategies to create a real-time meaning-for-meaning text translation of what is spoken. Incumbents use laptop computers and standard keyboards in creating transcriptions. While incumbents provide a meaning-for-meaning transcription, the transcription is actually close to verbatim. Incumbents are trained to omit such things as false starts, repetitions and other non-meaningful speech, but capture all spoken content.

Typical Qualifications:

- **Knowledge** – Incumbents must possess a thorough knowledge of the TypeWell software, including a thorough knowledge of standard spelling abbreviations and text condensing strategies involved in creating meaning-for-meaning translations; working knowledge of the computer equipment used; working knowledge of the language and vocabulary used in assigned translating situations; and familiarity with the RID code of ethics and with deaf and hard-of-hearing culture.
- **Abilities** – Incumbents must be fully proficient in the use of the software and associated spelling abbreviation and word condensing strategies to ensure accuracy of transcriptions; be able to type at a rate of 60 words or more per minute; possess strong listening and language

skills to ensure transcription of the full meaning intended by the speaker(s); demonstrate proficient English grammar and editing skills; be able to maintain confidentiality; and be able to work in stressful situations requiring constant attentiveness.

- **Experience and Education** – Typically, three to six months of experience using the software and providing captioning services, preferably in a higher education setting, is required. In addition, familiarity with academic higher education through attendance at a post-secondary institution may be necessary to fully understand and provide accurate transcriptions of language and vocabulary used in the various academic/instructional situations.

C-PRINT CAPTIONIST

The C-Print Captionist also uses a computer-aided speech to print transcription system, which enables the Captionist to create a meaning-for-meaning transcription of what is spoken. Incumbents use phonetic abbreviations, speed typing, and text condensing strategies to produce the transcription. The C-Print Captionist has similar training to a Typewell Captionist, but is distinguished by the use of phonetic, rather than spelling abbreviations.

Typical Qualifications:

- **Knowledge** – Incumbents must possess a thorough knowledge of the specialized computer-aided speech to print software and transcription system, including a thorough knowledge of phonetic abbreviations and text condensing strategies involved in creating meaning-for-meaning translations; working knowledge of the computer equipment used; working knowledge of the language and vocabulary used in assigned translating situations; and familiarity with the RID code of ethics and with deaf and hard-of-hearing culture.
- **Abilities** – Incumbents must be fully proficient in the use of the software and associated phonetic abbreviation and word condensing strategies to ensure accuracy of transcriptions; be able to type at a rate of 60 words or more per minute; possess strong listening skills and phonetic aptitude; possess strong language skills to ensure transcription of the full meaning intended by the speaker(s); demonstrate proficient English grammar and editing skills; be able to maintain confidentiality; and be able to work in stressful situations requiring constant attentiveness.
- **Experience and Education** – Typically, three to six months of experience using the software and providing captioning services, preferably in a higher education setting, is required. In addition, familiarity with academic higher education through attendance at a post-secondary institution may be necessary to fully understand and provide accurate transcriptions of language and vocabulary used in the various academic/instructional situations.