THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4411

Date: August 31, 2001

To: Human Resources Directors

From: Cathy Robinson, Senior Director
Human Resources Administration

Subject: Draft Classification Standards for Systemwide Review: Interpreter/Transliterator Series and Credential Analyst Series

Campus feedback is requested for the revised Interpreter/Transliterator and Credential Analyst Series classification standards. These drafts are provided in Attachments A and B respectively. Campus feedback is critical as it helps us ensure that these classification standards adequately meet campus operational needs. This memorandum addresses revisions to these series and requests campus input on the drafts.

Interpreter/Transliterator Series:
As a result of collective bargaining with the California State Employees’ Association (CSEA), a Lead Interpreter/Transliterator (class codes 7167 and 7168) classification was implemented effective July 1, 1999. The draft classification standard has now been created. In addition, the existing Interpreter/Transliterator Series, which includes the Interpreter/Transliterator I and II, has been updated to better reflect work performed at campuses. All three classifications were incorporated into a classification series to reduce redundancy.

We conducted a campus survey on the existing Interpreter/Transliterator I and II classification standards and also requested input on the Lead Interpreter/Transliterator classification. The results of that survey are reflected in the series revision as follows:

- The series overview provides a general description of Interpreter/Transliterator work. Each individual classification includes distinguishing characteristics, typical activities and typical qualifications.

Distribution:

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• The work between the Interpreter/Transliterator I and II has been differentiated more clearly. The Interpreter/Transliterator II is characterized by more complex interactions involving highly technical or specialized subject matter and vocabulary.
• The Lead classification provides lead work direction and coordination, but also performs the work of an Interpreter/Transliterator. This classification is not appropriate for incumbents who serve as full-time supervisors.
• The technical requirements for the Lead classification are comparable to those of the Interpreter/Transliterator II. Additional hours of experience are required to ensure the breadth of experience needed to appropriately match the Interpreter/Transliterator’s skills and student needs. The required 1,600 hours reflect a natural progression from the previous levels.

❖ Credential Analyst Series:
As a result of collective bargaining with the Academic Professionals of California (APC), the Credential Analyst Trainee (class code 2627) classification was implemented effective July 1, 2000. The draft classification standard has now been created for this trainee class and has been incorporated into the existing series. In addition, the existing Credential Analyst I and II classification standards have been updated to reflect that the CSU no longer has delegated authority to issue credentials on behalf of the State. Now, all credentials and permits are issued by the State Credentialing Commission. The Credential Analyst I can make a recommendation for granting credentials, but only the Credential Analyst II has the authority to approve credentials and directly notify the State to issue a credential or permit.

Campus Review and Response Requested:
Please review the draft classification standards for both series internally and with any affected departments. Consider the following questions when you are preparing your campus feedback:

➢ Do the standards provide an umbrella under which you can clearly and equitably classify your campus positions?
➢ Do the standards adequately cover the breadth of work performed in these areas today, as well as the next few years?
➢ Are any functions or critical skills missing? If yes, what?
➢ Are the classification distinctions clear within a series? If not, what would you add?

Comments and feedback should be sent to Gina Caywood via e-mail at gcaywood@calstate.edu no later than Friday September 21, 2001. Questions can be directed to Gina Caywood at (562) 951-4416 in Human Resources Administration. Thank you for taking the time to provide us your comments. Again, your feedback is critical in ensuring the classification standards adequately meet CSU campus needs. This letter also is available on Human Resources Administration’s web site at: http://www.calstate.edu/HRAdm/memos.shtml.

CR/gc
Draft

Interpreter/Transliterator Series

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SERIES OVERVIEW:
Interpreter/Transliterator I facilitate communication between hearing and deaf or hard of hearing persons by using a visual/manual system of signs, such as American Sign Language and/or Signed English, to interpret and/or transliterate spoken language into that system and/or by interpreting from a signed system used by deaf or hard of hearing persons into spoken English which can be understood by hearing persons. The Interpreter/Transliterator must be able to maintain the accuracy of the message while simultaneously rendering the message through a signed system or spoken language.

Incumbents are typically scheduled to support one or more students for an assigned class. One interpreter may serve several students for differing classes and each student may be assigned different interpreters for each class. Individual, short-term assignments may require providing services at conferences, meetings, and other university or academically related events and activities.

INTERPRETER/TRANSLITERATOR I

Distinguishing Characteristics:
Under general supervision, an Interpreter/Transliterator I performs interpreting/transliterating assignments for standard instructional classes, which do not involve interacting in situations requiring highly technical or specialized subject matter or vocabulary. Individual positions still vary within the classification according to other factors that affect the difficulty of assignments. The level of the assignment in terms of the complexity and type of skills required determines the relative placement within the salary range. Complexity factors include:

- type of communication system needed;
- difficulty or unique nature of the subject matter and vocabulary;
- speed of translation and transliterating required;
- need for the student to regularly participate in the instructional setting requiring student interaction and communication between hearing and deaf or hard of hearing persons during class sessions; and
- number of deaf or hard of hearing persons being served simultaneously.

Examples of Typical Activities:
The Interpreter/Transliterator I facilitates communication for the hearing and deaf or hard of hearing persons in classroom activities and other instructional settings by using a sign language system, spoken
English or oral transmission. The more difficult tasks may involve Sign-to-English interpretation so that students may more fully participate in academic and student activities, technical or specialized subject matter and vocabulary requiring specialized signs, serving several deaf or hard of hearing persons with varied language preferences and interpreting fast spoken material for extended periods of time.

**Typical Qualifications:**
Depending on the assignment, positions will vary in the type and extent of knowledge and abilities in terms of subject matter and vocabulary required, but typically requirements will include the following knowledge, abilities and background.

- **Knowledge** - Knowledge of the process of interpretation/transliteration; American Sign Language and/or other sign systems as required by the student(s) or the assignment; the methods and techniques used in communicating with deaf and hard of hearing persons; the deaf and hard of hearing culture; the Registry of Interpreters for the Deaf code of ethics; and the vocabulary used in the courses to which the Interpreter/Transliterator is assigned.

- **Abilities** - Ability to hear spoken speech communication; use American Sign Language and/or other sign systems; and interpret/transliterate between both sign language systems and spoken English at a speed required by the assignment. Typically, a certificate demonstrating the ability to interpret and transliterate between a sign system and spoken English in both sign-to-voice and voice-to-sign is required.

- **Experience** - Any combination of experience and training interpreting and transliterating, which demonstrates assurance of skills appropriate for the level of the assignment.

**INTERPRETER/TRANSLITERATOR II**

**Distinguishing Characteristics:**
Under general supervision, an Interpreter/Transliterator II performs more difficult assignments involving more interactive situations. This work requires a higher level of skilled interpreting and transliterating as well as more interpreting experience (1,200 hours). The Interpreter/Transliterator II is distinguished from the Interpreter/Transliterator I by the ability provide communication access to faculty, staff, and deaf or hard of hearing students in situations which require interaction in highly technical and specialized fields. These assignments may include, but are not limited to the following examples:

- Advanced level or highly complex classes requiring interaction using highly technical or specialized subject matter and vocabulary.
- Advanced classes requiring group participation and recitation by the student.
- More complex interpreting situations such as conferences, workshops, seminars, and/or theatrical settings where multiple persons, including faculty, are being served at the same time.

Two levels are defined within this classification. Assignment to the second level (Range B) requires certification of competence by the National Registry of Interpreters for the Deaf at a Level 4 or 5. Such certifications are usually necessary to interpret/transliterate in settings described above.
Examples of Typical Activities:
An Interpreter/Transliterator II provides communication access for deaf or hard of hearing students enrolled in advanced or more complex university classes. Classes taught with specialized vocabulary, ideas or concepts can only be successfully relayed to the student if the Interpreter/Transliterator 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 readily understand. The skilled Interpreter/Transliterator 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. The Interpreter/Transliterator II provides voice translation for students who participate in oral recitations, discussions, and learning sessions. The Interpreter/Transliterator II may be used to perform services for groups of deaf or hard of hearing students, professors and staff members who require their services to lead programs, workshops, seminars, or conferences, and to give lectures and make speeches, attend plays, and for other campus activities, such as the hosting of dignitaries. Duties may include mentoring, interpreter training at employee in-service programs, and advising other interpreters on technical issues.

Typical Qualifications:
- **Knowledge** – In addition to the knowledge required of the Interpreter/Transliterator I, the Interpreter/Transliterator II requires thorough knowledge of the interpreting/translating process; special communication needs for deaf or hard of hearing persons; comprehensive understanding of the deaf and hard of hearing culture; working knowledge of conference and theatrical interpreting techniques; working knowledge of the vocabulary, terminology, and basic information in a variety of subjects; and knowledge of special vocabulary and techniques used in interpreting professional and technical subject matter.

- **Abilities** - In addition to the abilities required of the Interpreter/Transliterator I, the Interpreter/Transliterator II must be able to interpret and transliterate effectively at a skill level that requires using unique terminology and language; adapt interpreting/transliterating skills to an academic setting; to 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; deliver signed speeches and lectures in spoken language; and sustain quality services for an extended number of hours.

- **Experience** - Equivalent of 1,200 hours of paid interpreting experience.

- **Education** - Wide acquaintance with academic higher education through attendance at or graduation from a four-year college or university is desirable. Additionally, the following certifications are required for the two levels within the classification.

  **Certification – Salary Range A:**
  Possession of certification issued by the National Registry of Interpreters for the Deaf and/or the National Association of the Deaf is preferred.

  **Certification – Salary Range B:**
Possession of certification at the Level 4 or 5 issued by the National Registry of Interpreters for the Deaf, National Association of the Deaf, or equivalent evaluating agency.

LEAD INTERPRETER/TRANSLITERATOR

Distinguishing Characteristics:
Under general supervision, a Lead Interpreter/Transliterator independently provides lead work direction and coordination to individuals providing interpreting services for deaf or hard of hearing persons. The Lead also may perform interpreting and transliterating services. Incumbents must be skilled at the Interpreter/Transliterator II level to be able to effectively assess student needs and assign interpreters.

Examples of Typical Activities
Lead Interpreter/Transliterator perform lead work and coordinate interpreting and transliterating services for university deaf or hard of hearing persons. In addition, the lead performs more complex interpreting and transliterating services. Lead work direction involves assigning and scheduling interpreters taking into consideration a student’s needs and preferences and the skill and style of the Interpreter/Transliterator; arranging for substitutes; orienting new Interpreter/Transliterator and providing instructions on work procedures; facilitating in-service training; assisting in the recruitment and selection of interpreters through skill evaluations; reviewing timesheets; monitoring work quality and providing input to performance evaluations; and serving as a resource to other interpreters on confidential and sensitive situations. Incumbents at this level are capable of performing the full range of interpreting/transliterating services described for the Interpreter/Transliterator II.

Typical Qualifications:
In addition to the typical qualifications of the Interpreter/Transliterator II, the Lead Interpreter/Transliterator must possess the following.

- **Knowledge** – In addition to the knowledge required of the Interpreter/Transliterator II, the Lead must be knowledgeable in basic supervisory and training techniques as well as student and classroom needs and must demonstrate an understanding of the university setting. A thorough knowledge of National Registry of Interpreters for the Deaf certification requirements, codes and ethics is also required.

- **Abilities** – In addition to the abilities required of the Interpreter/Transliterator 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 Interpreter/Transliterator; and demonstrate a high vocabulary level.

- **Experience** – Equivalent of 1,600 hours of paid interpreting and transliterating experience with some of this performed in a university setting.
Credential Analyst Series

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SERIES OVERVIEW:
The Credential Analyst series includes positions responsible for a broad range of credentialing functions that include reviewing, analyzing, evaluating and processing applications for public school teaching credentials and permits. Incumbents in these classifications have the responsibility to determine eligibility for credentials and permits and recommend the granting of credentials and permits by the State Credentialing Commission; however, the Credential Analyst II has the authority to directly notify the State Credentialing Commission to grant or issue a credential or permit. Incumbents in these classifications serve as a campus resource and provide advice, assistance and current information to students, members of the faculty, faculty committees and other interested parties on matters regarding the State and campus credentialing requirements.

Positions in this series differ from those in the administrative support series by the responsibility for reviewing applications for State teaching credentials, determining an applicant’s eligibility for credentials, and recommending or approving the granting of a credential or permit on behalf of CSU by the State Credentialing Commission. The work of a Credential Analyst requires extensive knowledge of complex credentialing rules and regulations. In contrast, incumbents in administrative support classifications may perform duties that involve processing applications and related paperwork, but do not have the responsibility or authority to evaluate and approve credential applications.

Positions in this series also differ from those in the Student Services Professional Series by their focus on the credentialing process and related student activities. In contrast, positions in the Student Services Professional Series perform duties involving the assessing, interpreting or influencing of individual student behavior, adjustment to campus life and goal choices.

CREDENTIAL ANALYST TRAINEE

Under direct supervision, the Credential Analyst Trainee classification provides a training opportunity for approximately six months to twelve months (not to exceed twelve months). During the training, the incumbent can acquire the essential knowledge, skills and abilities to perform work comparable to the work of a Credential Analyst I. The
trainee program involves learning the State standards and requirements for teaching and service credentials, as well as learning to process applications, evaluate academic qualifications, determine credit to be granted towards credentials and permits, and to interpret and apply the California Education Code and other regulations pertaining to the granting of various credentials and permits for public school teaching and service in California. The length of the training program will depend on the Trainee’s prior experience.

**Typical Qualifications:**

- **Knowledge** - Knowledge of general office procedures, methods, and practices. Knowledge of the techniques used in processing information.

- **Abilities** - Ability to check and verify complex records and detailed information for compliance with established criteria; to write correspondence and prepare standard reports; to demonstrate thoroughness and accuracy; to interpret and apply written regulations; and to maintain confidentiality of information.

During training, the ability to learn and apply the following is essential: State standards and requirements for teaching and service credentials, how to process applications and evaluate academic qualifications and determine credit to be granted towards credentials and permits; and how to interpret and apply the California Education Code and other regulations pertaining to the granting of various credentials and permits for public school teaching and service in California.

- **Experience** - Equivalent training and experience involving academic, administrative, fiscal or statistical record-keeping and processing or course work involving the development of analytical skills.

**CREDENTIAL ANALYST I**

Under general supervision, the Credential Analyst I is responsible for reviewing credential applications and recommending whether or not a credential should be granted. Incumbents evaluate academic qualifications and determine credit to be granted toward credentials and permits; process applications for teaching credentials and permits, rejecting those that do not meet mandated requirements; maintain resource documents that describe all the rules and requirements for each type of credential; circulate and post announcements regarding testing dates, activities and schedules related to credential preparation; provide forms, handouts and instructions related to applying for credentials; maintain progress files on students seeking credentials; announce, schedule and coordinate campus activities and workshops related to the teacher preparation program; advise and assist students and members of the faculty, faculty committees and other interested parties by interpreting credential rules, regulations and processes. Incumbents
at this level do not have the final authority to directly notify the State Credentialing Commission that a credential or permit should be granted to an applicant.

**Typical Qualifications:**

- **Knowledge**: Thorough knowledge of State standards and requirements for teaching and service credentials; general knowledge of educational practices in California school systems related to employment of teachers with credentials or permits.

- **Abilities**: Ability to interpret for others and correctly apply the California Education Code and other such regulations pertaining to the granting of the various credentials and permits for public school teaching and service in California; to organize and plan work to meet deadlines; to schedule participants for interviews, workshops or teaching related activities; to evaluate academic qualifications and determine credit to be granted toward credentials and permits; to prepare correspondence, records, and reports; and to establish and maintain cooperative working relationships with others.

- **Experience**:

  - Equivalent to one year of experience evaluating academic qualifications of applicants for public school credentials or permits; or,
  - Equivalent to two years of experience processing academic records to determine eligibility for admissions or degrees. One year of college level education (full-time equivalent) may be equated for up to one year of the academic record processing experience; or,
  - Equivalent to two years experience performing technical, clerical or secretarial duties involving formulation, revision or interpretation of academic requirements or courses. One year of college level education (full-time equivalent) may be equated for up to one year of the technical, clerical or secretarial experience.

**CREDENTIAL ANALYST II**

In addition to performing the full range of evaluation and processing functions of the Credential Analyst I, the Credential Analyst II has the full authority to notify the State Credentialing Commission that a credential or teaching permit be granted to an applicant and can act as lead to incumbents in Credential Analyst I classifications or other related positions.

**Typical Qualifications:**

- **Knowledge** - Comprehensive knowledge of State standards and requirements for the full range of teaching credentials; thorough knowledge of educational
practices related to employment of teachers with credentials or permits in California school systems.

- **Abilities:** Same abilities as Credential Analyst I.

- **Experience:** Equivalent to two years of experience in the review, analysis, evaluation or processing of applications for teaching credentials or permits.

Equivalency for one year of the above required experience may be equated with any combination of the following:

- Two years of experience processing academic records to determine eligibility for admissions or degrees. One year of college level education (full-time equivalent) may be equated for up to one year of the academic record processing experience.

- Two years experience performing technical, clerical or secretarial duties involving formulation, revision or interpretation of academic requirements or courses. One year of college level education (full-time equivalent) may be equated for up to one year of the technical, clerical or secretarial experience.