



POST-SECONDARY COMMUNICATION ACCESS SERVICES JOB DESCRIPTION May 2012

POSITION TITLE: **American Sign Language (ASL) Interpreter**

REPORTS TO: Disability Services team members as assigned

DATE: May 2012

SUMMARY:

The interpreter's primary responsibility is to provide high quality, visual communication access for students in an educational setting. The service provider will interpret and/or transliterate classroom lectures, classroom related activities, public events and other assignments as directed by Disability Services. Adequate preparation and attention to relationships with students and instructors, as well as ongoing professional development, are critical to the position.

American Sign Language (ASL) interpreters must be bilingual (ASL and English) and bicultural (have an understanding of Deaf culture), be graduates of an Interpreter Training Program, and demonstrate skill in a wide spectrum of ASL/English linguistic choices to match consumer need. Interpreters are encouraged to demonstrate competence on the Post-Secondary Sign Language Interpreting Screen (Screen).

Assignments vary according to the type of communication system needed, the technical or unique nature of the subject matter vocabulary, lecture content, the rate of the speaker's delivery of spoken material, the need for the student to participate in the instructional setting, and the number of deaf or hard of hearing students being served simultaneously.

Locations will vary and include classrooms, labs and off campus settings etc. Positions may involve split shifts, evening or weekend work.

Interpreters will abide by the Association of Visual Language Interpreters of Canada's (AVLIC) Code of Ethics and Guidelines for Professional Conduct, the policies and procedures of the institution of employment and follow the Provincial Interpreting Services Guidelines.



Duties and Responsibilities:

I. Direct Interpreting Service:

- Assess the language needs of the student and determine the optimal linguistic equivalence
- Prepare for classes: review course outlines and notes, and preview textbooks to promote understanding of any technical or specialized vocabulary; meet with students, instructors, or guest speakers
- Obtain ongoing student feedback to assess the effectiveness of interpretation/transliteration and make adjustments as required
- Provide culture specific information and adapt the interpretation to facilitate communication between hearing and deaf individuals.

II. Participation on the Educational Team:

- Direct students to Disability Services to resolve service concerns
- Develop positive relationships with students and faculty, and resolve any issues in co-operation with Disability Services staff
- Limit expertise to interpretation. Comments on the overall effectiveness of the interpreting process and of communication access should be expressed only within the context of the educational team
- Facilitate the provision of quality team interpreting where required
- Follow Institutional policy regarding confidentiality, professionalism and conduct.

III. Professional Development:

Demonstrate:

- Interpreting or transliterating skills have been maintained and/or improved
- Specialized content expertise.

IV. Other Duties:

- Participate in other duties as assigned.



Qualifications:

Education and Professional Affiliation:

- Graduation from an Interpreter Training Program (ITP)
- At least one year successful post-secondary participation (in addition to an ITP) preferred
- Membership in the West Coast Association of Visual Language Interpreters (WAVLI).

Skills and Preferred Experience:

- Deemed “competent” on the Post-Secondary Sign Language Interpreting Screen (Screen) preferred
- Ability to provide a linguistic match with the student’s need in American Sign Language (ASL) or Contact Sign (Signed English)
- Background in the post-secondary subject areas relevant to the interpreting assignment
- Six months or more experience working in a post-secondary educational environment.

Communication/Interpersonal Skills

- Ability to develop positive working relationships with students, faculty and Disability Services as part of an educational team
- Strong interpersonal and communication skills
- An understanding of educational issues related to students who are deaf or hard of hearing
- Demonstrated comfort in academic settings with diverse populations.