

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2025**

SIGN LANGUAGE INTERPRETER

FLSA STATUS: NON-EXEMPT – PAY GRADE: 15 - C

JOB FAMILY: STUDENT SERVICES JOB FUNCTION: STUDENT SERVICES

GENERAL STATEMENT OF JOB

The Sign Language Interpreter provides interpreter services for deaf and hard of hearing students, faculty, and/or staff in academic settings, related educational activities, appointments, faculty, staff, and FSCJ functions. This position supervises, evaluates, trains, and mentors temporary part-time interpreters; coordinates and implements scheduling of interpreter services for all campuses/centers; serves as a liaison with other college personnel; and mentors Interpreter Training Program students.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Provides interpreting services for deaf and/or hard of hearing students, faculty, and/or staff in academic setting (which may include metal and auto shop classes) and college functions; uses assignment related information to determine the most appropriate communication mode. Collaborates with the student and faculty to tailor the communication experience for the individual learner based on the teaching methodology for delivery of instruction by the professor.

Prepares for interpreter assignments by reviewing course materials and doing research, if necessary, for specialized vocabulary, set up, and placement considerations.

Conducts periodic training and evaluations; provides regular interpreter orientations; advertises, contacts, interviews, and assesses skill levels for part-time employees. Reviews applications for part time employees; determines qualification, and makes recommendations to hire.

Reviews availability of staff and/or contract agency personnel and schedules interpreter assignments as needed to provide accessibility for students, instructors, and college employees requiring interpreters; places interpreters in classroom based upon student needs for specific language skill and mode, assignment subject, and coursework difficulty, and availability of qualified interpreters.

Evaluates and signs performance reviews for assigned staff; approves timecards; and assigns work and provides direction as a lead worker for part-time, temporary, and contract employees.

Conducts periodic Interpreter Training Program orientations and informs, instructs, and distributes prepared policy manuals and assigns schedules.

Responds to email and voicemail messages regarding service requests, faculty and student questions or concerns, and communications with professional colleagues related to college business.

Addresses the unique educational needs of individual deaf and/or hard of hearing students.

Performs other related duties, as required.

SUPERVISION RECEIVED

Supervision is received from the appropriate supervising administrator.

SUPERVISION EXERCISED

May serve in a lead capacity or may supervise assigned staff.

MINIMUM QUALIFICATIONS

Bachelor's degree from a regionally accredited institution and five (5) years of interpreter experience. National Certification from the Registry of Interpreters for the Deaf (RID).

PREFERRED QUALIFICATIONS

Bachelor's degree from a regionally accredited institution. Five (5) years of interpreter experience in a post-secondary level educational institution. Five (5) years of supervisory experience. English language and grammar skills; clear speaking voice. Highly proficient interpreting and transliterating skills (expressive and receptive) in a variety of signing systems, comprehensive knowledge of deaf culture and deaf issues.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Some tasks involve the continuous operation of hand and power tools and the full range of shop equipment to very exacting tolerances; calling for full coordination of sensory and manipulative ability in order to achieve full production to acceptable standards. Tasks may involve occasional heavy lifting or moving, but the emphasis is placed upon the coordination and manipulation skills.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, tests, documents, etc. Requires the ability to prepare correspondence, reports, forms, records, files, requisitions, etc., using prescribed format. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form; to acquire knowledge of topics related to occupation.

SIGN LANGUAGE INTERPRETER – Page 3

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Requires the ability to communicate effectively with co-workers, staff, students and the public.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and to determine decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape, and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in operating modern office equipment and machinery and to provide sign language interpreting.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: May not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress, imposed by frequent deadlines, peak workload or public/student contact.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

Environmental Requirements: Some tasks are regularly performed without exposure to adverse environmental conditions.

Effective: 7/11

Revised: 7/1/25, 9/17/25