



Classification Title: Supervisor, Deaf and Hard-of-Hearing Services

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| Department: | Disability Resource Center | EEO6 Code: | 3 |
| Employee Group: | Confidential and Supervisory Team (CAST) | Salary Grade: | 48 |
| Supervision Received From: | Director, Disability Resources | Date of Origin: | November 2019 |
| Supervision Given: | Classified, hourly and volunteer employees in the Disability Resource Center | Last Revision: | November 2019 |

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.

JOB SUMMARY. Oversees, plans, coordinates, and organizes daily activities in the delivery of interpreting and real-time captioning services for Deaf and Hard-of-Hearing (D/HH) students, faculty and staff in classrooms and a variety of other settings; hires, schedules, and supervises classified and short-term American Sign Language (ASL) interpreters within the Disability Resource Center’s Deaf/Hard-of-Hearing services program; assists D/HH students in obtaining needed District services; provides advice to faculty and staff on use of interpreting services and methods for providing a supportive environment for D/HH students; performs administrative tasks applicable to assigned area of responsibility; and provides interpreting services on a substitute basis.

DISTINGUISHING CHARACTERISTICS.

The Supervisor, Deaf and Hard-of-Hearing Services is distinguished from the Assistant Program Coordinator – Interpreting Services by its oversight of the District’s interpreting and real-time captioning services for D/HH students, faculty, and staff, and supervision of employees and contracted interpreters within the Disability Resource Center’s D/HH services program.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.

Essential Functions: Essential responsibilities and duties may include, but are not limited to, the following:

1. Performs full supervisory activities, subject to management concurrence and in accordance with applicable District policies, including selecting and training new employees; planning, assigning, scheduling and evaluating completed work; approving overtime/compensatory time; preparing and signing employee performance evaluations; recommending salary reclassifications; responding to grievances and taking appropriate disciplinary action; and performing related supervisory activities.
2. Coordinates and oversees the delivery of interpreting and real-time captioning services for D/HH students and employees in a variety of classroom and other campus settings and for various District events; assesses students’ language use and matches interpreters to students, employees, and community members based on their individual needs; arranges trilingual interpreting, tactile interpreters for deaf-blind students, and oral interpreting as appropriate; serves as a substitute interpreter as needed.
3. Develops and updates the interpreter master schedule based on anticipated student, District, and other needs; monitors the success of current scheduling procedures and implements new scheduling practices as needed.
4. Coordinates with outside agencies and vendors for additional interpreter resources when required to meet student, employee, and District needs; recommends and assists with establishing contracts for interpreting and captioning

vendors as necessary; oversees the monitors the use of vendor services, including on-campus and remote interpreting and captioning services; tracks interpreting hours and invoices and arranges payment for interpreters utilized through outside vendors.

5. Advises faculty and other employees on the types of services and technologies available to meet their instructional needs and the communication needs of individual students; advises faculty and other employees on methods for ensuring a supportive environment for D/HH students; works with Disability Resource Center staff to ensure captioning needs are met.
6. Advocates for the rights of D/HH students; assists in resolving conflicts and/or miscommunication issues between D/HH students and faculty; explains Americans with Disabilities Act and other legal requirements pertaining to access to services for D/HH individuals; provides training to District departments on communicating effectively with the D/HH population; serves as a liaison between the District and local educational organizations and other agencies.
7. Monitors the Disability Resource Center's interpreting program performance and the success of current scheduling procedures; develops and implements program goals; assesses program effectiveness and recommends needed changes and improvements; recommends, maintains, and implements new policies, procedures, and departmental practices as needed under the supervision of the Director, Disability Resources.
8. Maintains records of students utilizing interpreting and real-time captioning services; tracks student attendance and follows up with students and employees as necessary; records students' interpreting preferences; follows up with students regarding the effectiveness of interpreting and/or real-time captioning services provided.
9. Conducts orientation sessions for new D/HH students to explain interpreting/captioning services and other supportive services available through the Disability Resource Center and to explain students' own responsibilities.
10. Maintains records of interpreting-related supplies and equipment, including equipment for technology-based accommodations; trains students in the use of technology; tracks equipment loans to students; requests replacement of equipment as necessary.
11. Maintains current knowledge of the ASL interpreting field and emerging communication technologies for the D/HH population; disseminates information to assigned staff.

Marginal Functions:

1. Provides triage interpreting or arranges for certified interpreters during District emergencies.
2. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Experience and Education/Training Guidelines: Any combination of experience and education/training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience: Five years of American Sign Language interpreting experience; one year of supervisory and/or lead experience in an educational environment. Fluency in American Sign Language is required.

Education/Training: Equivalent to a bachelor's degree from an accredited college or university with major coursework in education, American Sign Language or a closely related field.

Licenses/Certificates:

1. Possession of, or ability to obtain, an appropriate, valid California driver's license by time of appointment.
2. Possession of an appropriate, valid National Certification issued by the Registry of Interpreters for the Deaf (RID) by time of appointment.
3. Possession of an appropriate, valid California Driver's License by time of appointment.

Knowledge of:

1. Supervisory principles and practices.
2. Methods and best practices in organizing and delivery interpreting services in a college setting, including best practices in scheduling the work of interpreters to meet college needs while providing a safe and healthy work environment for interpreters.
3. Advanced ASL Interpreting and application techniques, including specialized sign vocabularies required for varied college disciplines.
4. Current developments, trends and techniques in the field of interpreting utilized both for deaf and hard-of-hearing individuals.
5. Federal, state and local laws, codes, rules, regulations and court decisions applicable to providing services to deaf and hard-of-hearing individuals, including the Americans with Disabilities Act and associated regulations.
6. Proper ethical conduct as outlined in the National Associate of the Deaf-Registry of Interpreters for the Deaf (NAD-RID) Code of Professional Conduct with an emphasis on the appropriate role of an interpreter in an educational setting.
7. Standard conflict resolution methods and techniques applicable to the work.
8. Values, behaviors and language of American Deaf Culture.
9. Use and operation of various assistive devices for deaf and hard-of-hearing individuals.
10. Modern office practices, procedures and equipment including computers and applicable software programs.
11. Principles and practices of public administration for budgeting, purchasing and recordkeeping.
12. Research methods and data analysis techniques.
13. Principles and practices of sound business communication including correct English usage, spelling, grammar and punctuation.

Skill in:

1. Supervising, training, and evaluating the work of others.
2. Planning, coordinating, scheduling and overseeing the delivery of interpreting services to students, faculty and staff.
3. Analyzing situations accurately, evaluating alternatives and adopting effective courses of action.
4. Interpreting proficiently in both voice-to-sign and sign-to-voice modes while accurately conveying the thought, intent and spirit of speakers.
5. Assessing D/HH student communication skills in speech, lip-reading, signing and finger spelling to determine the most appropriate communication methods based on their individual needs and preferences.
6. Organizing, setting priorities and exercising sound independent judgment within area of assigned responsibility.
7. Interpreting, applying and explaining policies and procedures relative to assigned areas of responsibility and reaching sound decisions in areas applicable to the work.
8. Communicating clearly and effectively, in both oral and written English and American Sign Language.
9. Preparing clear, concise and accurate reports, correspondence and other written materials.
10. Operating a computer, enterprise software and other standard office equipment.
11. Organizing and maintaining specialized files.
12. Maintaining confidentiality of student files and records and interpreted content.

13. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.
14. Exercising tact and diplomacy in dealing with sensitive, complex and confidential student issues and situations.
15. Establishing and maintaining effective working relationships with those encountered in the course of work.

WORKING CONDITIONS.

Environmental Conditions: The employee works under typical office and classroom conditions and has extensive contact with D/HH students, faculty and staff. Schedule varies each semester based on student registration and demand.

Physical Conditions: Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to sit, stand and walk for prolonged periods of time. Requires frequent work during evening, weekend and early morning hours and occasional travel to District and other locations.

TERMS OF EMPLOYMENT.

The duration of any restricted funded position in this classification is dependent upon the continuation of funding.