

DEAF AND HARD OF HEARING COORDINATOR

BASIC FUNCTION

Coordinates interpreting and captioning services to achieve an optimal academic environment for students, including, but not limited to, scheduling interpreting services and other resources such as Real-Time Captioning (RTC) for Deaf and Hard of Hearing (DHH) students, providing in-service workshops for interpreters, handling inquiries on program services, and providing general information regarding the Disability Resource Center/ Disability Support Services and interpreting services at the District.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from assigned area supervisor. May provide lead direction to temporary staff and/or student workers.

CLASS CHARACTERISTICS

This level classification is responsible for independently performing technical duties to facilitate communication among deaf or hard of hearing students and their hearing peers, staff, faculty, and other personnel in the District. Employees at this level exercises independent judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the department.

EXAMPLES OF TYPICAL JOB FUNCTIONS

1. Schedules hourly interpreters/captioners for classes in collaboration with DHH Coordinators at other colleges to ensure equitable access.
2. Maintains databases of interpreter hours; documents interpreter, captionist, and student requests; and documents other data related to interpreters, captionists, and students.
3. Provides interpretation in any and all student related academic functions in the post-secondary setting, on and off campus.
4. Evaluate and determine interpreter skill level for subsequent hiring and promotion recommendation to DRC/DSS directors; oversee and mentor part-time hourly interpreters.
5. Develops, maintains, and updates the Interpreter Handbook, as necessary.
6. Organizes and facilitates hourly interpreter workshops and conducts classroom observations of interpreters.
7. Provides students with disabilities with essential and critical information regarding disability support services.
8. Answers phones, schedules appointments, assists in front desk coverage, answers questions and concerns regarding registration, and provides information about other academic-related items.
9. Completes and assists in maintaining student files, contact logs, District information systems, and academic adjustments database.
10. Assists as a liaison between campus and community agencies serving deaf and hard of hearing individuals.
11. Provides recommendations for the Deaf and Hard of Hearing (DHH) Allocation Budget Model; provides budget projections for interpreter and RTC expenses per term.
12. Participates in District-provided in-service training programs.
13. Performs other related duties as assigned; specific duties not listed and does not exclude them for this classification if the work is similar or related.

QUALIFICATIONS

Knowledge of:

1. American Sign Language (ASL), other sign systems, and special communication needs of deaf and hard of hearing individuals.
2. Vocabulary, terminology, and basic information in a variety of subjects as well as special vocabulary and techniques used in interpreting professional/technical subject matter.
3. Community resources available to DHH students.
4. The Registry of Interpreters for the Deaf Code of Professional Conduct (RID CPC).
5. Awareness of specific DHH related mandates set by the Americans with Disabilities Act.
6. Methods and techniques of communicating with faculty, staff, and students.
7. General office and business administration practices.
8. Record keeping principles and practices.
9. Methods and techniques of developing and delivering training workshops for hourly interpreters.

Ability to:

1. Expressively and receptively interpret highly technical courses and other District functions using ASL and other signing systems most readily understood by DHH individuals.
2. Manage a scheduling database containing DHH program needs and prepare related reports for budget analysis and other purposes.
3. Provide critical and essential information to new students regarding disability support services.
4. Collaborate with other department staff and other DHH Coordinators in the development of program materials.
5. Independently organize work, set priorities, meet critical deadlines, and follow up on assignments.
6. Understand, interpret, and apply all pertinent laws, codes, regulations, policies, procedures, and standards relevant to work performed.
7. Exercise independent judgment within general policy and procedural guidelines.
8. Effectively use computer systems, software applications relevant to work performed, and business equipment to perform a variety of work tasks.
9. Communicate effectively in the course of performing work tasks.
10. Establish, maintain, and foster effective working relationships with those contacted in the course of work.
11. Demonstrate clear evidence of sensitivity and understanding of the diverse academic, socio-economic, disability, and ethnic backgrounds of students, staff, and the community.
12. Provide efficient, high-level customer service to the public, vendors, contractors, and District personnel.

Education and Experience:

Completion of the twelfth (12th) grade and three (3) years of experience as an interpreter; or an equivalent combination of education, training, and/or experience.

Licenses and Certifications:

None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office/educational setting and use standard office equipment,

including a computer, to operate a motor vehicle, and visit various District sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment; the use of hands and fingers for extended periods of time as required while interpreting in the educational setting. Employees in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds. May stand and walk for extended periods of time.

The essential functions of this classification must be performed by the incumbents with or without reasonable accommodations.

ENVIRONMENTAL CONDITIONS

Employees may work in a variety of settings with differing noise levels, temperatures, and lighting. Employees may work in an office and classroom environment with moderate to high noise levels, controlled temperature conditions, and some direct exposure to hazardous physical substances. Employees may interact with upset individuals in interpreting and enforcing departmental policies and procedures.