

# San Diego Community College District

## CLASSIFICATION DESCRIPTION

**Title:** Interpreting Services Supervisor

**Unit:** Supervisory and Professional

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**Job Code:** D1232  
**Original Date:** 07/1989  
**Last Revision:** 05/2016  
**Staff Type:** Classified  
**FLSA status:** Exempt  
**Salary Range:** 10

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### **DEFINITION**

Under the direction of the assigned Disability Support Programs and Services (DSPPS) manager or supervisor, supervise the day-to-day delivery of a variety of district-wide communication services; services include but are not limited to TypeWell, Real-Time Captioning (RTC), remote captioning, and face-to-face and remote sign language interpreting. Coordinate and direct assigned educational and support service programs. Assist faculty in accessible curriculum delivery and distance education methodology appropriate for deaf and hard-of-hearing students. Assist in budget planning and control, staff evaluation, program assessment, and special project management.

### **EXAMPLE OF DUTIES**

1. Assist in the overall administration of the Interpreting Services Office. Coordinate delivery of text communication services, such as Real Time Captioning, educational transcribing, and sign language interpreting services for deaf and hard-of-hearing students throughout the District. Research and implement technology-based accommodations.
2. Recruit, select, supervise, train, and evaluate sign language interpreters, both employees and agency contractors, captioners, and educational transcribers, and other staff. Conduct classroom observations; recommend the retention and employment of staff.
3. Coordinate the use of remote services which include speech to text captioning and interpreters, both local and agency. Train students and service providers in the use of remote technologies and supervise the provision of these remote services.
4. Coordinate and develop liaisons with faculty; make recommendations on classroom instructional issues related to deaf and hard-of-hearing students and on technology trends and appropriate use in the provision of classroom services. Make presentations to faculty on how to work with service providers in their classroom.
5. Establish program goals; supervise, plan, organize, coordinate, and evaluate a variety of sign language and text communication services in accordance with applicable policies, practices, principles, and requirements.
6. Interpret and explain legal requirements and district policies and procedures to faculty, staff, students, and the public; ensure program/services policies, procedures, and standards are followed and recommend changes as appropriate.
7. Maintain records for compliance with state and federal regulations related to provision of interpreting services and text communication services to students who are deaf or hard-of-hearing.
8. Assist in the resolution of issues and conflicts between students, faculty, staff, and parents.
9. Assist in the development of annual budget recommendations; monitor and control expenditures. Assist with the development of contracts and bids for interpreting and captioning services with agencies as needed.
10. Develop liaisons with feeder High Schools, community based organizations, and business and professional organizations.
11. Perform related duties as assigned.

**DESIRABLE QUALIFICATIONS****Knowledge:**

American deaf culture and the community of deaf and hard-of-hearing.  
American Sign Language (A.S.L.), including special signs used in the educational field.  
Applicable sections of State Education Codes.  
Basic principles of budget planning and monitoring.  
Computer software applications.  
Distance learning instructional delivery methods.  
District collective bargaining process and agreements.  
District organization, operations, policies, and objectives.  
Effective oral and written communications skills.  
English language grammar, spelling, punctuation, and vocabulary.  
Interpersonal skills including tact, patience, and courtesy.  
Laws governing provision and delivery of DSPS services.  
Principles and techniques of management, training, supervision, and instruction.  
Principles of progressive discipline.  
Principles, goals, objectives, and trends of text and sign language communication services.  
Record-keeping and writing techniques.  
Technical aspects of field of specialty.

**Skills and Abilities:**

Ability to bring together information and people from diverse areas in order to develop cooperative initiatives and training.  
Analyze data and make recommendations  
Analyze situation accurately and adopt effective course of action.  
Communicate effectively both orally and in writing.  
Coordinate program activities and services with other sites and district and community programs.  
Establish and maintain effective working relationships with others.  
Evaluate the skills of Sign Language Interpreters, Captioners, and Educational Transcribers.  
Maintain records and prepare reports.  
Meet schedules and time lines.  
Perform program support functions, such as administering contracts and coordinating facility use to meet technology requirements of service delivery.  
Plan and supervise work.  
Plan, organize, and supervise communication access in the classroom.  
Supervise, train, and evaluate personnel.  
Translate from English to A.S.L. and from A.S.L. to English in a variety of situations.  
Understand and follow oral and written directions.  
Update and maintain web forms and related documents.

**License/Certification:**

Valid California Driver's License.  
One or more of the following: Registry of Interpreters for the Deaf (RID), Certificate of Transliteration (CT) and/or Certificate of Interpretation (CI), American Consortium of Certified Interpreters (ACCI), Educational Interpreter Performance Assessment (EIPA), Certification as a Deaf Interpreter, or experience as a trainer of A.S.L. interpreters.

**Training and Experience:**

Any combination of training and experience equivalent to either: two years of related technical experience providing interpreting and/or program services for deaf and hard of hearing individuals and mastery level ability to translate English to A.S.L. and from A.S.L. to English in a variety of situations, **OR** two years of experience training A.S.L. interpreters in higher education.

**WORKING CONDITIONS**

Physical Requirements:  
Category III

Environment:  
Favorable, usually involves an office.