

## **YUBA COMMUNITY COLLEGE DISTRICT**

### **CLASS TITLE: DSPS PROGRAM SPECIALIST - INTERPRETER**

#### **BASIC FUNCTION:**

Under the direction of the Director of Disabled Students Programs and Services provide assistance to disabled students; to include, interpreting/transliterating for deaf/hard of hearing students in instructional activities using appropriate sign language and sign-to-voice. The program specialist - interpreter oversees the work of the interpreting staff, perform and participates in expenditure control and program assessment.

#### **REPRESENTATIVE DUTIES:**

Provide sign language and sign-to-voice interpreting and transliterating for deaf students in instructional setting and other appropriate college related activities. (E)

Provide instructors and staff with in-serviced training in hearing impaired/deaf awareness. (E)

Maintain a positive working relationship with students, faculty and temporary classroom interpreters. (E)

Coordinate the schedules of temporary interpreters in the classroom. (E)

Abide by the Registry of Interpreters for the Deaf (RID) code of ethics and conduct. (E)

Provide district interpreting needs including recruiting, supervising, training and evaluating temporary and student interpreting staff as assigned; preparing the schedule for district sign language interpreters, coordinating interpreter skills evaluations and providing in-service training for sign language interpreting staff. (E)

Assist with program record keeping for compliance with state and federal regulations relating to interpreting services; including keeping a log sheet of efforts to secure interpreters. (E)

Collect and analyze data for report; prepare payroll records; develop and maintain a handbook for sign language interpreters; use basic micro computer word processing; create and maintain notices and flyers regarding workshops; provide information to the college and continuing education to faculty and staff. (E)

Tutor disabled college students individually or in small groups in a variety of reading, spelling, writing, math and thinking skills with materials provided by DSPS faculty. (E)

Assist disabled students in using a variety of computer assisted instructional programs prescribed by DSPS faculty and keep a daily log of these activities for each student's file. (E)

Assist with program record keeping and the training/monitoring of student workers; mainstream test proctoring; mainstream instructor and outside agency contracts; prepare materials for tutoring sessions as needed; operate special equipment for disabled; schedule student appointments as needed; take telephone messages. (E)

Related duties as assigned.

#### **KNOWLEDGE OF:**

Individual differences with deaf and hard of hearing students and communication systems.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Needs and behavior of disabled students.

Record-keeping techniques.

American Sign Language (ASL, Manual Signed English (MSE).

Signed to voice interpreting and transliterating, the manual alphabet, the Code of Ethics established by the Registry of Interpreters for the Deaf.

**ABILITY TO:**

Learn District organization, operations, policies and objectives.

Understand and follow oral and written directions.

Establish and maintain effective working relationships with others.

Meet schedules and time lines.

Maintain records and prepare reports.

Communicate effectively both orally and in writing.

Learn a questioning/discovery technique rather than prescriptive technique in leading tutees to new information.

Interpret and transliterate using the appropriate systems and modality; conform to the RID Code of Ethics.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: completion of an Associates Degree including interpreter training and five years of interpreting experience in an educational setting.

**ENVIRONMENT:**

Office/classroom environment with possible outdoor assignments; subject to constant interruptions.

**PHYSICAL ABILITIES:**

Hearing and speaking to exchange information and make presentations.

Seeing to read a variety of materials.

Dexterity of hands and fingers to provide sign language and sign-to-voice interpreting and transliterating for deaf students.

Sitting and standing for extended periods of time.

Bending at the waist.

Kneeling or crouching.