

DIRECTOR, DEAF AND HARD OF HEARING SERVICES

DEFINITION

Under administrative direction, plans, organizes, and directs, the activities of the Deaf & Hard of Hearing Services (DHHS) Program, including sign language interpreting and Computer Assisted Real-Time Translation (CART) services; manages the effective use of ~~College District~~ and program resources to improve organizational productivity and customer service; provides highly complex and responsible support to the Dean, Disabled Student Programs and Services in areas of expertise; coordinates, and reviews the work of staff performing difficult and complex professional, technical, and administrative support.

SUPERVISION RECEIVED AND EXERCISED

Receives Administrative direction from the **assigned managerial personnel** ~~Dean, Disabled Student Programs and Services~~. Exercises direct and general supervision over professional, technical, and administrative support staff.

CLASS CHARACTERISTICS

This is a Program Director classification that manages all activities of the DHHS Program. Responsibilities include performing diverse, specialized, and complex work involving significant accountability and decision-making responsibility. The incumbent organizes and oversees day-to-day activities and is responsible for providing professional-level support to the Dean, **Access and Wellness** ~~Disabled Student Programs and Services~~ in a variety of areas. Successful performance of the work requires an extensive professional background as well as skill in managing departmental work. This class is distinguished from the Dean, **Access and Wellness** ~~Disabled Student Programs and Services~~ in that the latter has overall responsibility for all functions of the **Accessibility Resource Centers for Students (ACCESS)** ~~Disabled Student Programs and Services~~ Department and for developing, implementing, and interpreting public policy.

EXAMPLES OF ESSENTIAL JOB FUNCTIONS (Illustrative Only)

1. Plans, manages, and oversees the daily functions, operations, and activities of the DHHS Program, including assessing communication needs of Deaf and hard of hearing students, taking into consideration the class content and teaching style of each class.
2. Develops and implements goals, objectives, policies, and priorities for the program; recommends within departmental policy, appropriate service and staffing levels; recommends and administers policies and procedures.
3. Develops, administers, and directly oversees the program budget.
4. Develops and standardizes procedures and methods to improve and continuously monitor the efficiency and effectiveness of assigned programs, service delivery methods, and procedures; assesses and monitors workload, administrative and support systems, and internal reporting relationships; identifies opportunities for improvement and makes recommendations to the Dean, **Access and Wellness** ~~Disabled Student Programs and Services~~.
5. Selects, trains, motivates, and evaluates assigned personnel; works with employees on performance issues **and takes disciplinary action when necessary**; ~~recommends discipline to the Dean.~~
6. Determines compatibility of service providers with student needs and class requirements and assigns accordingly; makes necessary adjustment to assignments throughout semester; plans and oversees interpreter and captioner schedules.
7. Personally performs sign language interpreting services in classrooms and for access to other College services such as Financial Aid, Bursar's Office, Admissions and Records, and Public Safety.
8. Observes interpreters, captioners, and interns in the classroom to provide feedback and guidance on skills development needs; provides interpreter skills development workshops; performs skills evaluations for interpreters within the **College's** ~~District's~~ formal evaluation system.
9. ~~Participates in a variety of committees and task forces.~~

10. ~~Serves as a resource to the campus community and outside agencies and groups on all DHHS issues, including explaining Federal and State laws regarding provision of services.~~
11. Plans, develops, organizes, and oversees the interpreter internship program; selects interns for the program; provides mentoring and coaching throughout the semester; collaborates with Senior Interpreters in providing guidance to interns; evaluates interns at the end of the program to determine whether they can be used as regular interpreters for **College District** purposes.
12. Develops student contracts for services, ensures student compliance with terms and conditions, presents students with warning and/or suspends services if warranted.
13. **Serves as a resource and** coordinates services with other **College District** programs, departments, and divisions and with outside agencies; interprets and ensures compliance with ~~Ffederal and Sstate~~ laws, codes, and regulations.
14. Provides highly complex staff assistance to the **Dean, Access and Wellness Director, Disabled Student Programs and Services**; develops and reviews staff reports and other necessary correspondence related to assigned activities and services; presents reports to various commissions, committees, and boards.
15. ~~Ensures other divisions/departments are operating in compliance with College District policies and Federal and State laws and regulations.~~
16. Conducts a variety of organizational studies, investigations, and operational studies; recommends modifications to assigned programs, policies, and procedures, as appropriate.
17. ~~Attends and participates in professional group meetings; stays abreast of new trends and innovations in the field of DHHS; researches emerging products and enhancements and their applicability to District needs.~~
18. Monitors changes in regulations and technology that may affect assigned functions and operations; implements policy and procedural changes after approval.
19. Receives, investigates, and responds to difficult and sensitive problems and complaints in a professional manner; identifies and reports findings and takes necessary corrective action; responds to students' and parents' issues and concerns regarding the provision of DHH services.
20. **Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and affiliated trainings. Prepares and delivers oral presentations related to assigned areas if needed.**
21. ~~Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.~~
22. ~~Provides a working and learning environment that is free from prohibited discrimination, harassment and retaliation (DHR), and provided by applicable law and District policies. Attends District mandated DHR training and participates in DHR investigations as directed. Prevents discrimination and harassment and retaliation against individuals who bring these complaints forward through recognizing and reporting possible incidents to the Director of Equal Employment Opportunity Programs in Human Resources.~~
23. Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Administrative principles and practices, including goal setting, program development, implementation, and evaluation, and project management.
2. Principles and practices of public agency budget development and administration and sound financial management policies and procedures.
3. Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures.
4. **Current trends and development in the field of interpreting;** American Sign Language and a wide variety of communication and interpreting techniques.
5. Appropriate roles and individual responsibilities relating to interpreting for Deaf or hard-of-hearing persons; Deaf cultural values and general issues in the field of deafness.
6. Resources available to sign language interpreters and translators in order to improve knowledge.
7. Working knowledge of the Americans with Disabilities Act.
8. ~~Current trends and development in the field of interpreting.~~

9. Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned area of responsibility.
10. Organization and management practices as applied to the development, analysis, and evaluation of programs and operational needs of the assigned department.
11. Recent and on-going developments, current literature, and sources of information related to the operations of the assigned department.
12. Record-keeping principles and procedures.
13. Modern office practices, methods, and computer equipment and applications related to the work.
14. ~~English usage, grammar, spelling, vocabulary, and punctuation.~~
15. Techniques for effectively representing the College District in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.
16. ~~Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups.~~

Skills & Abilities to:

1. Recommend and implement goals, objectives, and practices for providing effective and efficient services.
2. Manage and monitor complex projects, on-time and within budget; **develop a program budget within state and local constraints.**
3. ~~Plan, direct, manage, and oversee a comprehensive DHHS program.~~
4. ~~Develop a program budget within state and local constraints.~~
5. Plan, organize, assign, review, and evaluate the work of staff; train staff in work procedures.
6. Evaluate and develop improvements in operations, procedures, policies, or methods.
7. Interpret messages spoken by hearing people into American Sign Language (ASL) and other formats.
8. Interpret messages signed by individuals who are Deaf or hard of hearing into English, including the ability to read lips, create original signs for unknown or unusual terms/words, and interpreting foreign languages.
9. Interpret by translating higher-level technical academic material requiring specialized Sign Language vocabulary for high level technical academic materials utilizing highly proficient English and/or ASL, used in classes such as science, history, and psychology, on College's District's skills performance evaluation examination.
10. Adhere to the Registry of Interpreters for the Deaf Code of Professional Conduct.
11. Assess individual situations to determine the needs of each Deaf or hard-of-hearing student, such as language preferences or preferences in having comments voiced for him/her or voicing for himself/herself.
12. ~~Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.~~
13. ~~Analyze, interpret, summarize, and present administrative information and data in an effective manner.~~
14. ~~Interpret, apply, explain, and ensure compliance with Federal, State, and local policies, procedures, laws, and regulations.~~
15. Conduct complex research projects, evaluate alternatives, make sound recommendations, and prepare effective technical staff reports.
16. ~~Effectively represent the department and the District in meetings with governmental agencies, community groups, and various businesses, professional, and regulatory organizations, and in meetings with individuals.~~
17. Establish and maintain a variety of filing, record-keeping, and tracking systems.
18. Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
19. ~~Operate modern office equipment including computer equipment and specialized software applications programs.~~
20. Use English effectively to communicate in person, over the telephone, and in writing.
21. ~~Understand scope of authority in making independent decisions.~~
22. **Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.**
23. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.

24. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

~~Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:~~

Equivalent to graduation from a regionally accredited four-year college or university with major coursework in interpreting, Deaf studies, social services, or a related field and five (5) **full time equivalent** years of management and/or administrative DHHS experience, including three (3) **full time equivalent** years of supervisory experience.

Licenses and Certifications:

1. Possession of, or ability to obtain, a valid California Driver's License by time of appointment.
2. Possession of, or ability to obtain, Registry of Interpreters for Deaf (RID) and/or National Association of the Deaf certification(s) (NAD).

PHYSICAL DEMANDS

Must possess mobility to work in ~~an~~ **standard** office setting and use standard office equipment, including a computer; ~~vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone.~~ This is partially a sedentary office classification although standing in and walking between work areas is required. Finger, manual and upper body dexterity is needed to interpret and communicate in sign language, access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. **Incumbents** ~~Employees~~ must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds.

ENVIRONMENTAL ELEMENTS

Incumbents ~~Employees~~ primarily work in an office or classroom environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Occasionally, employees may work in the field and be exposed to cold and hot temperatures, inclement weather conditions, and potentially hazardous chemical or physical substances in a classroom setting. **Incumbents** ~~Employees~~ may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.