

# COMPTON COMMUNITY COLLEGE DISTRICT



## **INSTRUCTIONAL AND INTERPRETER SERVICES SUPERVISOR – DISABLED STUDENT PROGRAMS and SERVICES (DSPS)**

**FLSA:NON- EXEMPT**

### **DEFINITION**

Under the direction of the Director of CalWORKs, TANF, GAIN and Special Resource Center provide staff supervision of day to day program activities and direct academic/educational support services to students with disabilities attending the El Camino College Compton Center including: assessing disability specific academic intervention plans, implementing service delivery plans to accommodate educational limitations; provide American Sign Language (ASL) interpreting for staff and students as needed, and work direction and dispatch services for hourly and agency personnel throughout the school year.

### **EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)**

*Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.*

- Work closely with the Director in providing staff supervision of day to day program activities and services.
- Provide direct academic/educational support to students with disabilities, orient students to policies and procedures for obtaining services, and follow counselor approved accommodations when developing a specific recommended plan addressing educational limitations.
- Recruit, evaluate, coordinate and assign work schedules for hourly and agency personnel throughout the school year.
- Schedule substitute interpreting or fill in for on-call emergency interpreting as the need arises.
- Review payroll and time sheets for hourly staff.
- Provide American Sign Language (ASL) interpreting for staff when meeting with students as needed.
- Plan and conduct support service orientations for new SRC students including deaf and hard of hearing students.
- Analyze student support services data and interpret, apply and explain complex rules, regulations, requirements and restrictions.
- Collaborate with a variety of professionals including but not limited to: academic counselors, district personnel, social service agencies, community resources, and educational institutions with regards to effective SRC service delivery.
- Interview students with disabilities to obtain information required to develop appropriate intervention and service delivery plans to accommodate individual student needs.
- Maintain current working knowledge of a variety of complex regulations, requirements, and policies related to Disabled Student Programs and Services.
- Coordinate direct and indirect DSPS services for academic intervention and coordinate support services and personnel to meet requests made by students and/or faculty and staff.
- Maintain accurate and confidential records and files of students served; document services provided for

- academic intervention needs.
- Develop forms, handbooks, manuals, and other written materials to facilitate student advisement and services.
- Perform related duties and responsibilities as required.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Specialized advisement and para-professional services to students with disabilities, American with Disabilities Act (ADAA), Title 5 Regulations, Section 504 of the Rehabilitation Act of 1973 and California Education Code.
- American Sign Language and other Sign Systems.
- Effective supervisory techniques for DSPS faculty, staff and hourly employees.
- Technical and working knowledge of a variety of assistive listening devices, real time captioning and C-Print.
- Principles and procedures of providing educational support services at the post-secondary level for students with disabilities.
- District services and community resources available to students.
- Interviewing techniques.
- Oral and written communication skills.
- Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets and databases.
- Modern office practices, procedures and equipment.
- Working medical vocabulary and basic understanding of symptomology in relation to academic intervention.
- Principles and procedures of financial and statistical record-keeping and filing techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.

### **ABILITY TO:**

- Schedule workloads and provide work direction to others.
- Interpret and apply applicable federal, state, and local laws, codes, and regulations.
- Exercise good judgment and maintain confidentiality regarding critical and sensitive information, records, and reports.
- Provide specialized paraprofessional duties and advisement to students with disabilities.
- Actively listen to and assess disabled students needs and make appropriate recommendations to develop viable plans and alternatives.
- Communicate fluently in American Sign Language (ASL).
- Evaluate the needs of the deaf individual and match support services.
- Interview students to determine program eligibility and obtain relevant data
- Plan, develop and conduct informal workshops and orientations for students and staff.
- Work independently with little direction.
- Plan and organize work to meet changing priorities and deadlines.
- Analyze situations accurately and adopt an effective course of action.
- Communicate clearly and concisely, both orally and in writing.
- Maintain records and prepare reports.
- Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
- Establish and maintain cooperative and effective working relationships with others.

## **REQUIRED QUALIFICATIONS**

- Any combination equivalent to: Bachelor's degree in Social Sciences and/or Human Services and completion of an Interpreter Training Program; and two years increasingly responsible experience providing support services to post-secondary students with disabilities.
- Demonstrated sensitivity to, and understanding of, the diverse academic, socio-economic, cultural and ethnic backgrounds of the students and community.

**PHYSICAL DEMANDS**

Typical office setting. Extensive computer work. Ability to perform the manual movements of American Sign Language fluently.

Sufficient visual acuity to see and translate signs produced by others into English. Sufficient ability to hear English in order to translate conversation and classroom lectures. Ability to sit and sign for up to two hours at a time. Carry up to 25 lbs.

**ENVIRONMENTAL ELEMENTS**

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. The employee is regularly required to lift, carry, push, or pull up to 25 pounds. While performing the duties of this job, the noise level in the work environment is usually quiet.