

Sign Language Interpreter (Flexible-Hour/Full-Time)  
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=245775>

Downloaded On: Oct. 5, 2024 9:20am

Posted Sep. 27, 2024, set to expire Jul. 23, 2025

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|-----------------------------|---|
| <b>Job Title</b>            | Sign Language Interpreter (Flexible-Hour/Full-Time)                   |
| <b>Department</b>           |   |
| <b>Institution</b>          | State Center Community College District<br>Fresno, California         |
| <b>Date Posted</b>          | Sep. 27, 2024   |
| <b>Application Deadline</b> | Open until filled   |
| <b>Position Start Date</b>  | Available immediately   |
| <b>Job Categories</b>       | Professional Staff  |
| <b>Academic Field(s)</b>    | Administration - Other  |
| <b>Apply Online Here</b>    | <a href="https://apptrkr.com/5666268">https://apptrkr.com/5666268</a> |
| <b>Apply By Email</b>       |   |
| <b>Job Description</b>      |   |

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**Sign Language Interpreter (Flexible-Hour/Full-Time)**

**Salary:** \$60,388.00 - \$74,270.00 Annually

**Location:** Fresno City College, CA

**Job Type:** Permanent

**Division:** FCC Student Services

**Job Number:** 2024CONTSLI

**Closing:** Continuous

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### **General Purpose**

Under general supervision, performs American Sign Language (ASL) interpreting and transliteration services for Deaf and Hard-of-Hearing (D/HH) students, faculty and staff in classrooms and a variety of other settings; and performs related duties as assigned.

### **Essential Duties & Responsibilities**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Performs ASL interpreting services for D/HH students, faculty and staff in classrooms, laboratories and a variety of settings for orientations, meetings, counseling appointments, assessment testing, field trips, professional development, human resource matters and other college/District events; on a regular basis, responds to revisions in assigned schedules that require interpreting for different courses/disciplines, in different settings and for individuals with differing communication needs and preferences; transliterates course materials and other documents when required.
- Consults with faculty to identify potential problems that could inhibit the effective provision of interpreting services; advises faculty on uses of technology and how to negotiate communications with D/HH students to convey course content; explains student rights and responsibilities in accordance with District rules and regulations.
- Follows appropriate ethical codes and processes for addressing situations observed or experienced in the course of interpreting assignments; advocates for D/HH students and faculty in difficult or stressful situations.
- Demonstrates sensitivity to and understanding of historically minoritized groups and participates in professional development activities to increase cultural competency to enhance equity-minded practices within the District.

### **OTHER DUTIES**

- Performs in team interpreting as required.
- Performs related duties as assigned.

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### Employment Standards / Minimum Qualifications

#### KNOWLEDGE, SKILLS AND ABILITIES

##### *Knowledge of:*

- American Sign Language interpretation and application techniques, including special sign vocabularies required for varied college disciplines.
- Current developments, trends and techniques in the field of interpreting utilized both for the deaf and hard-of-hearing.
- Federal, state and local laws, codes, rules, regulations and court decisions applicable to providing services to the deaf and hard-of-hearing, including the Americans with Disabilities Act and associated regulations.
- Proper ethical conduct as outlined in the National Association of the Deaf - Registry of Interpreters for the Deaf (NAD-RID) Code of Professional Conduct with emphasis on the appropriate role of an interpreter in an educational setting.
- Values, behaviors and language of the American Deaf Culture.
- Use and operation of various assistive devices for the deaf and hard-of-hearing.

##### *Skills and Abilities to:*

- Interpret proficiently in both voice-to-sign and sign-to-voice modes while accurately conveying the thought, intent and spirit of speakers.
- Rapidly process visual and audible information to convey complex concepts, unusual vocabulary and unexpected information to ensure student understanding.
- Analyze situations accurately, evaluating alternatives and adopting an effective course of action.
- Interpret, apply and explain District policies and procedures and reach sound decisions in areas applicable to the work.
- Maintain confidentiality of District and student files and records.
- Exercise tact and diplomacy in dealing with sensitive, complex and confidential student issues and situations.
- Effectively engage and support historically minoritized groups by addressing issues of equity and improving culturally responsive service-oriented practices.
- Communicate effectively, orally, via ASL and in writing.
- Understand and follow written and oral instructions.
- Operate a computer and standard business software.
- Establish and maintain effective working relationships with all those encountered in the course of work.

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### **EDUCATION AND EXPERIENCE**

An associate degree in education, social services or a related field, or graduation from an Interpreter Training Program, and at least one year of interpreting experience in an educational setting; or an equivalent combination of training and experience.

*(One year experience equates to twenty-five (25) hours per week in an educational setting based on a 10-month year or twenty-five (25) hours per week in a non-educational setting based on a 12-month year of the required experience)*

### **LICENSES, CERTIFICATES AND OTHER REQUIREMENTS**

A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program, or ability to travel to a variety of locations on and off campus as needed to conduct District business.

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### *Physical Demands*

Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to walk rapidly to varied locations throughout the day; stand or sit for prolonged periods, use both hands with dexterity while interpreting, and lift up to 10 pounds and occasionally up to 25 pounds. The employee must be able to hear at a 20db range or better, with or without hearing aids.

#### *Mental Demands*

While performing the duties of this class, employees are regularly required to use written, oral and ASL communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or new skills; work with constant interruptions; and interact with District staff, other organizations and the public.

### **WORKING ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential duties of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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Employees generally work under typical classroom conditions, and the noise level is usually quiet. Periodically the noise level may be loud.

The employee may occasionally work in outside weather conditions and near moving equipment. The employee may occasionally be exposed to fumes or airborne particles and toxic or caustic chemicals. The employee may be required to travel to locations other than assigned work site and to adjust to work schedule changes and requirements to work overtime.

### **Assessment Process**

#### **APPLICATION SUBMISSION**

To move forward in the selection process, you must complete an online application through our web site at <http://www.schooljobs.com/careers/scccd>. Please attach to your application a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

**ONCE YOU HAVE SUBMITTED YOUR APPLICATION YOU WILL NOT BE ABLE TO MAKE REVISIONS TO YOUR APPLICATION MATERIALS.**

When completing the application, please make sure you include ALL current and previous employment in the Work Experience section of the application and complete ALL fields, including the name and contact information for your supervisors. Experience that is included in the resume but not in the Work Experience section of the application may not be considered for the purpose of determining whether you meet the minimum qualifications.

All required documents must be submitted by the applicant. Personnel Commission staff will not upload your documents for you. The State Center Community College District does not accept letters of recommendation for classified positions. Please do not attempt to attach letters of recommendation to your application.

#### **APPLICATION REVIEW AND ASSESSMENTS**

The application review process includes an evaluation of training and experience based on given application information and answers to supplemental questionnaire. Only the most qualified applicants, who pass the minimum qualifications review, will be invited to the assessment process.

The assessment process will include a performance assessment (pass/fail). Passing score is 75% out of 100%. Candidates who are unsuccessful in an assessment will be eligible to retest after 90 calendar days.

**TESTING WILL BE SCHEDULED ON AN AS NEEDED BASIS.**

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The assessment process / assessment date is subject to change as needs dictate. All communication regarding this process will be delivered via email to the address listed on your application.

### **ELIGIBILITY LIST**

Those applicants who pass the assessment will be placed on a district-wide continuous eligibility list with ranks banded within range 1-3. The district-wide continuous eligibility list will be used to fill current vacancies in this classification for at least one year.

**PASSING THE ASSESSMENTS AND BEING PLACED ON THE ELIGIBILITY LIST DO NOT GUARANTEE AN OFFER OF EMPLOYMENT.**

### **ACCOMMODATIONS**

Individuals with disabilities requiring reasonable accommodation in the selection process must inform the State Center Community College District Personnel Commission Department in writing no later than the filing date stated on the announcement. Those applicants needing such accommodations should document this request including an explanation as to the type and extent of accommodation needed to participate in the selection process.

**SCCCD is an equal opportunity employer committed to fostering innovation and inclusivity. We respond proactively to the diverse needs of the community and welcome individuals excited to join our District's purpose to support student success both locally and globally. United, we the faculty, classified professionals and administrators pledge to treat all applicants and employees fairly and equitably.**

To apply, visit <https://www.schooljobs.com/careers/scccd/jobs/4668781/sign-language-interpreter-flexible-hour-full-time>

### **Contact Information**

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

### **Contact**

N/A

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