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Lead Access Specialist & Deaf Services Coordinator

POSITION INFORMATION

Type of Action Requested:* Replacement
Internal Team:* SL-SAE&T-Disability Resource Ctr - 140500
Job Code/Employee Classification:* SSP III
Job Code: 3084
Classification Title: Student Services Professional III

MPP Job Code: Student Services Professional III
Position Number: SSP III
Position no: SL-00002296

CSU Working Title:* Lead Access Specialist & Deaf Services Coordinator
Salary Range/Grade: 3084-RANGE A-Grade-1
Minimum: $ 4,691.00
Maximum: $ 6,683.00
Pay Frequency: 

Reports To:* Asst Dir of the DRC
Campus:* San Luis Obispo
Division:* Student Affairs
College/Program:* SA-Disability Resource Center
Department:* SAE&T-Disability Resource Ctr - 140500
FLSA Status: Exempt

SENSITIVE POSITION

Sensitive Position: ☐ Yes ☐ No

Job Summary/Basic Function:* The Disability Resource Center (DRC) implements Federal and State laws by proving support services and academic accommodations to students with disabilities. Services include, but are not limited to: disability management; alternative testing; alternative media; accessible technology; transportation; document conversion; note-taking; and information about community resources. Students served include those with learning, psychological, physical and sensory disabilities.

The position is responsible for: a) independently evaluating student needs; advising students regarding disability management; determining appropriate accommodations and services for students with temporary and permanent disabilities; b) assisting in the development of creative solutions which integrate accessibility approaches across organizational lines; and c) effectively communicating the needs of the program and its student-clients, through interaction and coordination with faculty, staff, students, and community organizations.

Minimum Qualifications:* Possession of the required skills, knowledge and abilities is typically demonstrated through the equivalent of five years of progressively responsible professional student services work experience. One year in the program area to which as signed may be preferred but is not required.

A master’s degree in Counseling, Clinical Psychology, Social Work, or a directly related field may be substituted for one year of experience. A doctorate degree and the appropriate internship or clinical training in counseling or guidance may be substituted for the three years of experience for positions with a major responsibility for professional career or personal counseling.
Required Qualifications:

Proven counseling experience in areas of disability management, accommodations assessment, advocacy skills, family/financial/personal challenges, in advising persons with disabilities (including psychological, physical, sensory, health, and cognition/learning-related disorders).

Demonstrated experience in using a high degree of tact and persuasiveness to maintain effective and cooperative relationships while working with students with varied disabilities.

Demonstrated sensitivity of diversity issues as well as the ability to work with an ethnically, linguistically, and culturally diverse campus community of students, staff and faculty.

Experience in determining the most challenging services and special accommodations when documentation is not “clear-cut” or where guidelines do not exist. Experience interpreting medical, psychological and psycho-educational assessments to determine functional limitations and appropriate accommodations.

Ability to analyze program processes, identify complex problems, and recommend course of action for challenging individual, group and program-wide problems.

Thorough knowledge of disability-related laws and the provision of services to students with disabilities (e.g., Section 504 of the Rehabilitation Act of 1973, ADA, FHA, IDEA 2004 and CSU 1111).

Proven ability to communicate effectively both verbally and in writing including: 1:1, small group and large group. Skilled ability to present trainings and presentations.

Demonstrated ability to mentor, train and provide professional support for supervisees (student staff and interns); strive to maintain a healthy, happy, equitable work environment.

Experience providing constructive feedback and support to staff working in a high energy, diverse, and demanding environment; ability to respond in a positive, supportive and professional manner when encountering sensitive situations and possibly negative outcomes.

Demonstrated capacity for handling unusual/crisis situations with minimal advice or instruction.

Skilled at teambuilding and leading a team; excellent teaching and modeling of conflict-resolution skills.

Proven understanding of the necessity to maintain a high level of confidentiality; skilled at maintaining tact and equanimity when dealing with sensitive and confidential information.

Ability to use initiative and resourcefulness in implementing long-range program improvements. Possesses a high level of skill with handling multiple tasks, prioritizing, and working well under pressure in a fast-paced environment.

Demonstrated ability to plan and coordinate work operations of the department, including but not limited to: transition activities, staff trainings, and oversight of the lead staff organizing programming for student activities.

Preferred Qualifications:

Direct experience in supporting disability access for persons who are Deaf or hard-of-hearing.

Experience in creating viable alternative solutions to program-wide problems, which may involve changes in guidelines or policies.

Demonstrates a level of comfort while maintaining effective and cooperative relationships in circumstances which often involve negative decisions, and the necessity to persuade others to accept a different point of view.

Skilled ability to analyze data, experience conducting research, studies or surveys and preparing reports with recommendations based on results.

General knowledge of advanced statistical and research methods.

General knowledge of the policies, practices and activities for university-wide student services programs.

Ability to plan, develop and conduct Student Services-related instructional sessions, trainings, and or seminars.
**Special Conditions:**

Must be willing to travel and attend training programs off-site for occasional professional development.

Must be able to work additional time, occasional holidays, and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.

The person holding this position is considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

This position classification has been defined as "Exempt" and is not subject to the overtime provisions of the Fair Labor Standards Act (FLSA).

Must be able to successfully pass a pre-employment background/fingerprint check.

**License / Certification:**

**Mandated Reporter:**

General - The person holding this position is considered a general mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083, revised July 21, 2017.

**NCAA:**

☐ Yes ☐ No

**Conflict of Interest:**

None

**Supervises Employees:**

☐ Yes ☐ No

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**Job Duties**

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**JOB DUTIES**

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<th>% of time</th>
<th>Duties / Responsibilities</th>
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1. Using a high level of professional judgment, independently assess and verify the need for academic and programmatic accommodations for students with disabilities by conducting intake interviews, analyzing and interpreting students' psycho-educational evaluations, audiological evaluations, psychological, medical, or other professional documentation.

2. Independently determine reasonable accommodations that maintain essential course requirements and are consistent with the fundamental nature of a program or course of study at the university, including providing creative solutions to common or complex functional limitations of students with disabilities; and when documentation is not conclusive or where guidelines do not exist.

3. Coordinate and collaborate with university staff to provide academic advising and disability management counseling to enhance student development. Work with the most sensitive and complex problem situations or student cases, which involve advanced supervisory and counseling techniques in areas of crisis/suicide prevention, stigma reduction, advocacy skills, family/financial personal challenges, and other related issues.

4. Interpret Federal and State Laws with a high degree of independence, for the purpose of determination and provision of appropriate supportive services to students with disabilities. Effectively communicate these laws to university faculty, staff, students, parents/supporters and community members.

5. Serve as the point person for other access specialists and faculty, on the unique learning needs of students who are deaf or hard of hearing. Provide problem-solving support to address the challenges with implementing accommodations that are commonly associated with students who are deaf or hard of hearing: access to lecture content; captioning of video material; class participation including lab work, group projects, and faculty drop-in hours.

6. Secure, train and schedule staff to provide sign language interpreting services, transcription and Communication Access Realtime Translation (CART) to meet the needs of students and visitors who are hard-of-hearing or Deaf.

7. Respond to sign language interpreting/live transcription requests from faculty and visitors of Cal Poly. Serve as a liaison between staff, instructors and students.

8. Evaluate Deaf service delivery to effectively match staff to student needs. Review and assist with updating Deaf services policies, procedures and changes in operations.

9. Communicate with campus staff and faculty, on behalf of students requesting accommodation, about best practice and policies for meeting the needs of students who are Deaf or hard-of-hearing.

10. Coordinate with outside providers of sign language interpreting, transcription or CART, as needed.

11. Support interpreting staff in understanding how to improve access for students during service delivery situations that are more complex, such as classroom discussions, conferences, workshops involving advanced and/or complex topics requiring significant sign-to-voice and voice-to-sign translations.

12. Provide direct oversight to DRC's Alternative Media Services Coordinators. Analyze inefficiencies and make recommendations for continuous improvements in the conversion of print materials into alternative formats (audio, electronic, large print, Braille, etc.)

13. Respond to Alternative Media Services Coordinators requests for support when at an impasse with textbook publishers. Problem-solve challenges with outside accessible media vendors of captioning, E-text, and Braille.

14. Maintain the confidentiality of students' clinical documentation; keep detailed and accurate student records; and effectively use the electronic case management system.

15. Participate in the assessment of ADA services provision, including the alternate testing, note-taking, transportation and alternate media services.
1. Assist director and assistant director, as requested, including acting in a departmental supervisory role to meet operational needs as necessary.

2. Participate in university working groups relevant to disability issues.

3. Lead the department’s professional development and training activities in the area of services for students who are deaf or hard of hearing.

4. Participate in DRC program analysis and evaluation to determine program effectiveness.

5. Assist with the review and development of the DRC processes, policies and procedures.

6. Assist with the orientation, training and ongoing mentoring of Access Specialists and program interns.

7. Perform other duties as assigned.