

Employee Name:



San Diego State University

MPP / Staff Position Description

HUMAN RESOURCES USE ONLY

Conflict of Interest (COI) Designated: Yes No

Mandated Reporter: Limited General N/A

Review Date: 10/8/2024

MPP Positions Only

MPP Job Code:

Job Family:

Job Function:

Job Category:

Mandated Reporter Per CANRA YES NO

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

Please Note: A current and accurate signed Position Description is required for each MPP / Staff position and must be on file in the Center for Human Resources. After completion, the Position Description should be reviewed, signed and dated by the employee, the supervisor and the Center for Human Resources - Classification and Compensation.

Please check one:	<input type="checkbox"/> New Position	<input checked="" type="checkbox"/> Existing Position Update
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Date:	September 24, 2024
Department & Division:	Student Disability Services / Student Affairs and Campus Diversity
Employee Name <i>(leave blank if vacant):</i>	
Current Classification & Grade:	Student Services Professional III
FLSA Status: <i>(exempt or non-exempt)</i>	Exempt
Working Title:	Accommodations Counselor
Position Number & Job Code:	10001999 / 3084
Working Title & Position Number of HEERA Designated Appropriate Administrator:	Director, Student Disability Services / 10000755

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I. FUNCTION OF THE EMPLOYING UNIT:

State the basic purpose of the Department/Unit in one brief paragraph. Include the division's DEI statement here.

The Office of the Vice President for Student Affairs and Campus Diversity is responsible for the coordination and development of student services and building the inclusive excellence of SDSU's staff and faculty at San Diego State University. Departments include, but not limited to, Assistant Deans for Student Affairs; Career Services; Center for Educational Partnerships, Outreach and Success; Communications Services; Counseling & Psychological Services; Cultural and Identity Centers; Educational Opportunity Programs and Ethnic Affairs; Financial Aid and Scholarships; Military Veterans Program; New Student and Parent Programs; Office of the Student Ombudsman; Residential Education; Resource Management; Student Disability Services; Student Health Services; Student Life and Leadership; Student Rights and Responsibilities; Testing Services Office; Well-being & Health Promotion; and programming related to Inclusive Excellence.

Division of Student Affairs and Campus Diversity

The Division facilitates the academic and career success, personal growth and well-being of all students, and works proactively to address systemic inequities through professional learning, community building, advocacy, policy recommendations and organizational structures. We aim to foster an affirming campus culture based on the core values of excellence, equity, diversity, belonging and inclusion through:

- Recruiting and retaining faculty and staff who are reflective of the diverse student body and communities served by SDSU, and recruiting students who are representative of the rich diversity of the region and the world;
- Fostering an environment that is welcoming, affirming, and empowering for students, faculty, staff and alumni of all backgrounds;
- Enhancing the career and educational pathways of a diverse student body, the faculty and staff, including enhancing the learning environment and expanding learning opportunities for all students inside and outside the classroom, and expanding and connecting opportunities for students to participate in transformational experiences;
- Developing leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces; and
- Cultivating relationships with the local community that advance the well-being of diverse individuals and communities.

Position upholds the Student Affairs and Campus Diversity Statement on Diversity, Equity, and Inclusion, specifically:

“The Division of Student Affairs and Campus Diversity acknowledges and honors the inherent value and dignity of all individuals by creating and nurturing a learning and working environment that affirms and leverages our community’s diversity of traditions, heritages, perspectives, and experiences. We are committed to fostering a culture of inclusive excellence designed to facilitate

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the personal and professional success, growth, development, and well-being of all members of our community. We manifest this commitment through our innovative, strategic and collaborative efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.”

Student Disability Services (SDS) in the Division of Student Affairs and Campus Diversity provides a full range of accommodations and services to nearly 2,500 students with physical, psychological, and learning disabilities, facilitating equal access to the educational process. This is accomplished through direct service support, review of campus accessibility, adaptive technology, assessment, test accommodation, and a variety of other services. Accommodations vary according to types of disabilities, and may include sign language interpreting; provision of alternative formats, such as electronic text or Braille; computer-assisted real-time captioning; test accommodations; advising; assistive computer technology; cart transportation services, and numerous other services. Provision of these academic support services, technology and advocacy promotes the retention and graduation of students with disabilities at SDSU.

The office consists of 22 professional staff to include, the Director, Associate Director, one Lead Counselor and five Accommodations Counselors, one Disability Accommodation Services Coordinator, an Accessible Technology Coordinator and Accessible Technology Assistant Coordinator, an Operations Coordinator/Budget Officer, a Test Accommodations Coordinator, Assistant Coordinator, and After-hours Assistant, a Special Services Coordinator and After-hours Transportation Assistant, an Office Systems Coordinator and two office support staff and 40-50 hourly employees and student assistants.

Two additional programs are affiliated with the Student Disability Services. The first is funded by a federal TRiO-Student Support Services grant that provides enhanced services intended to increase graduation and retention rates of at-risk undergraduates. The TRiO-SSS program employs three professional staff. The second is a Workability IV program that is a cooperative contract between the state Department of Rehabilitation (DOR), SDSU Career Services and Student Disability Services the purpose of which is to deliver enhanced career services to students with disabilities who are DOR consumers. The Workability IV program employs two full-time professional staff and one part-time support staff.

This position has dotted line reporting to the Director of SDSU Career Services:

The purpose of Career Services is to serve the University community of 34,000 students and graduates to:

- Engage in self-assessment
- Obtain occupational information
- Explore the full range of employment and educational opportunities
- Present themselves effectively as candidates
- Obtain optimal placement in employment or further professional preparations

SDSU Career Services provides comprehensive career services to students and alumni of San Diego State University. Services include individualized career planning and advising, employment opportunities, current career resources, responsive technology, and career programming. SDSU Career Services is a centralized office building partnership on and off campus to provide career opportunities

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and experiences that are integral to the SDSU educational experience, student retention, and life-long learning.

II. PURPOSE OF POSITION:

State the basic purpose of the position in one to three specific statements.

The purpose of this position is to ensure that students with disabilities receive services and accommodations appropriate for their disabilities, in order to provide equal access to the university’s educational resources. The incumbent is the primary point of contact for a caseload that includes students with a full spectrum of disabilities, including visual and motor impairments, hearing loss, cognitive and psychological disabilities. Duties include reviewing disability documentation, assessing the need for authorizing accommodation, serving as an information resource for students, faculty and staff in matters related to disabilities, legislation and best practices. The incumbent will function independently regarding cases of mild to severe complexity, with opportunities for consulting with supervisor, SDS Lead Counselor and other professional staff as needed.

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.

III. CHANGES IN RESPONSIBILITIES:

Added:

IV. MAJOR RESPONSIBILITIES:

Clearly list the major responsibilities/essential functions in descending order from the most important to the least important. Indicate the approximate percentage of time spent in each (percentages should not be less than 5%). The percentage must total 100%.

Description of Responsibilities:	(%) Percent of Time
<p>Caseload Management</p> <ul style="list-style-type: none">● Provides independent case management for students with a variety of disabilities in complex or highly sensitive situations. Arranges for services and accommodations for students with disabilities to create equal access to the educational process. Works with students whose disabilities make their academic progress particularly difficult. Works in consultation with the Director and Lead SDS Counselor on the most complex cases and issues.● Conducts intake interviews to obtain information regarding the adjustment and self-management skills of students with disabilities. Discusses psychiatric, psychoeducational, and other diagnoses with students and assures that students have reasonable understanding of the relationship between their functional limitations, their disability diagnosis, and their authorized accommodations.	65%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none">● When necessary, provides crisis management to students in emergent situations and facilitates referrals to services both on and off-campus, such as Student Health Services and Well-being and Health Promotion. Seeks support and supervision from Lead SDS Counselor and Director in emergent situations that are complex. Arranges for specialized medical, social services, or other assistance and consults with referral resources on impact of disability.● Assesses student's need for academic and career advising, financial assistance, and access to adaptive technology, test accommodations and related academic support services and facilities arrangements through referral, consolation, and authorization.● Consults with Lead SDS Counselor and other professional staff regarding students with complex situations and provides support and intervention as necessary.● Refers to and consults with Student Health Services and Counseling and Psychological Services personnel, or student's other medical providers, regarding evaluation for medication, health status hospitalizations, and other conditions affecting functioning in the academic environment.	
<p>Analysis of Psycho-Educational Assessment and Other Disability Documentation</p> <ul style="list-style-type: none">● Reviews and interprets documentation of varying levels of complexity of physical, psychological, and learning disabilities (including test scores and psycho-educational assessment reports) to establish the need for accommodations. Utilizes knowledge of legal definitions of a disability in accordance with state and federal law and CSU policy to determine eligibility for accommodations and services. Authorizes reasonable accommodations intended to address functional limitations identified in the documentations, without compromising the essential requirements of the academic program or fundamentally altering the course of study.● Facilitates referral to appropriate services on and off campus when a qualifying disability is not found.● When authorized by students, may establish professional communication with psychologists, medical doctors, and other professionals regarding the impact of disability and medications on learning and life management. Participates with these professionals in formulating and implementing accommodations and case management strategies to maximize academic progress. Seeks and receives supervision and guidance from Director and Lead SDS Counselor on complex cases and situations.	15%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none"> Maintains ethical standards regarding highly sensitive medical documents confidentiality and reporting requirements. 	
<p>Instruction and Consultation</p> <ul style="list-style-type: none"> In consultation with Director and Lead SDS Counselor, determines when disability requires curriculum modifications or substitution of academic requirements. Uses knowledge of university policy, federal and state law, and standard practice to devise solutions that meet students’ needs, satisfy program requirements and are acceptable to all parties involved. Uses professional knowledge and supporting literature to provide justification to faculty and/or assistant deans. Represents the program on various division and university committees. Coordinates with other university departments and services in communicating the mission of the program in both printed and electronic formats. May design and implement departmental presentations on and off campus. May write or edit materials for distribution to parents, students, professional colleagues, and other university entities. For cases and situations of mild to severe complexity, provides problem-solving and consultation to faculty, student affairs professionals, and other interested campus and community entities. For cases and situations of high complexity, does so in consultation with the Director and/or SDS Lead Counselor. May work collaboratively with faculty to implement strategies and practices that enhance universal access to instructional methodology with an emphasis on access to technology. 	15%
<p>Other Duties</p> <ul style="list-style-type: none"> May staff information tables at new student orientation, college nights at high schools, and other campus and off-campus events. May participate in professional organizations and other opportunities for professional development. Supports the Workability IV collaborative contract by providing one-to-one sessions with WAIV students on topics of career development. From time to time, may be assigned special projects by the Director that are consistent with duties in the SSP III classification. 	5%
<p>Total =100%</p>	100%

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V. LEAD WORK DIRECTION OVER OTHERS:

List of individuals the incumbent supervises/leads. Indicate the type of supervision, whether direct (directly supervises the position and conducts performance evaluation) or general (acting in a lead capacity or assigning work).

Classification	Working Title	Type of work direction (Direct or General)
Student Assistants	Student Assistants	General

VI. POSITION REQUIREMENTS:

A. List education and years of experience required that are based on the classification standards.

Equivalent to graduation from a four-year college or university in a related field plus upper division or graduate course work in counseling techniques, interviewing and conflict resolution where such are job related.

Possession of these knowledge and abilities is typically demonstrated through the equivalent of three years of progressively responsible professional student services work experience. One year in the program area to which assigned 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.

B. Skills, knowledge, and abilities required for this position that are based on the classification standards

- Working knowledge of research and observation techniques for the purpose of recording, classifying, and interpreting factual information; and working knowledge of the techniques and methods of interviewing.
- Working knowledge of the practices, procedures and activities of the program to which assigned; general knowledge of the methods and problems of organizational and program management; general knowledge of research and interview techniques; and general knowledge of the principles of individual and group behavior.
- Thorough knowledge of the principles of individual and group behavior; general knowledge of the principles, practices and trends of the Student Services field as well as general knowledge of the policies, procedures and practices of the program area to which assigned.; general knowledge of individual counseling techniques; general knowledge, or the ability to rapidly acquire such knowledge, of the organizational procedures and activities of the specific campus to which the position is assigned; working knowledge of student services programs outside the program to which immediately assigned.

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- Ability to gather and analyze data; ability to reason logically, draw valid conclusions and make appropriate recommendations; ability to participate in and contribute to group meetings, conferences and interviews; ability to clearly express ideas and recommendations orally; ability to write clear and concise reports.
- Ability to interpret and apply program rules and regulations; ability to use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements; ability to obtain factual and interpretative information through interviews; ability to reason logically; ability to collect, compile, analyze and evaluate data and make verbal or written presentations based on these data; ability to advise students individually and in groups on routine matters where required; ability to recognize multicultural, multisexed and multi-aged value systems and work accordingly.
- Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Ability to analyze complex situations accurately and adopt effective courses of action; ability to advise students individually and in groups on complex student-related matters; ability to determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature; ability to interpret and evaluate descriptions and explanations of problems brought forward by individuals or student organizations, analyze and define the problem, draw valid conclusions and project consequences of various alternative courses of action; ability to carry out a variety of professionally complex assignments without detailed instructions; and ability to establish and maintain cooperative working relationships with a variety of individuals.

C. Specialized skills required for this position

- Excellent working knowledge of the Americans with disabilities Act, Sections 504 and 508, of the Rehabilitation Act of 1973, as amended in 1998, FERPA, and other relevant state and federal laws and codes.
- Ability to interpret medical and psycho-educational documentation in order to determine eligibility for disability accommodation.
- General knowledge, acquired through a combination of education and experience, of the principles, practices and procedures related to disability services delivery in institutions of higher education. Professional education, experience, intelligence, and initiative to sustain highly complex, independent case management.
- Knowledge of emerging educational and computer technology and applications in the higher education environment sufficient to authorize the use of technology suitable for a variety of disabilities
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D. License and Certification Required (I.e., Driver's License and Grade, Certification, etc.)

None

VII. PREFERRED QUALIFICATIONS:

- Master's degree in field related to job responsibilities



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- Work experience in disability services at the postsecondary level
- Fluency in using Microsoft Office, Google Suite, and database management systems.
- Working knowledge of assistive technology hardware and software, as well as standard computer hardware and software
- Superior oral and written communication skills

VIII. SIGNATURES:

The signature indicates position description is an accurate and correct statement of duties and responsibilities assigned to the position. (Limited to 3 Signers as listed below)

INCUMBENT: To acknowledge reading and receiving a copy of this job description, close this document and click "I AGREE" on your applicant page.

Incumbent's Signature/Acknowledgment		Date
 <u>Jonathan Ramirez (Oct 14, 2024 13:33 PDT)</u>		
Appropriate Administrator Signature		Date
		
Resource Management		Date
<u>Glenn Perez</u> Glenn Perez (Oct 14, 2024 13:18 PDT)		
Classification & Compensation Services		Date

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Attachment A

Complete for all positions

To comply with the provisions of the Americans with Disabilities Act, specify the physical, mental, and environmental conditions of the essential functions of the job, please complete the sections below.

Physical Summary: Choose one description out of the categories below that best describes this position.

Sedentary Work: Involves mainly sitting. Walking and standing are minimal. Lifting is limited to lightweight objects (10 pounds or less).

Light Work: Job involves some lifting of medium weight objects (10-20 pounds) and/or 10% -20% of the job involves standing or walking.

Medium Work: Job involves lifting heavy-weight objects (20-40 pounds) and/or 20%-40% of the job involves standing, squatting, kneeling, or walking. May require pushing or pulling objects within the weight limits.

Heavy Work: Job involves lifting more than 40 pounds. Approximately half of the incumbent's time will be spent walking, standing, squatting, kneeling, or climbing.

Use the codes below for each of the items which most accurately describe the extent of the specific activity performed in this position.

"C" = constantly or 6-8 hours per day

"F" = frequently or 3-6 hours per day

"O" = occasionally or up to 3 hours per day

"N" = never

Physical Requirements of the Position		Mental Requirements of the Position	
N	Bending (neck)	C	Reading & Comprehending
O	Bending (waist)	C	Writing
N	Climbing	O	Performing Calculations
N	Crawling	C	Communicating Orally
N	Kneeling	C	Reasoning & Analyzing
N	Pushing/Pulling	C	Decision Making
F	Sitting	C	Directing/Coordinating Others:
N	Squatting		Other:
O	Standing	Environmental Working Conditions	
O	Twisting (neck)	N	Exposure to variations in temperature/humidity
N	Twisting (waist)	N	Exposure to chemicals, gases, dust or fumes
O	Walking	N	Operates machinery or drives motorized equipment
O	Handling Objects	N	Exposure to bio-hazards
F	Manual dexterity	C	Working in normal office environment
O	Reach above/below shoulder	N	Working outside with various weather conditions
N	Using foot controls	N	Uses specialized equipment
	Other:		Other:

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Attachment B

Complete for all positions

Sensitive Position: For current employees who are voluntarily reassigned or reclassified to a sensitive position, a background check is also required. To determine if this position is a sensitive position, please consult with Human Resources and reference the [CSU Background Check Policy](#).

Consideration for designation as a sensitive position per HR Technical Letter 2017-17		
1. Does this position have responsibility for the care, safety, and security of people (including children and minors), animals, and CSU property?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Sexual offender registry check for those who perform work involving regular or direct contact with minor children and those who are identified as mandated reporters of child abuse and neglect under Executive Order 1083 and California Penal Code §11165.7(a).
2. Does this position have access to and responsibility for detailed personally identifiable information about students, faculty, staff, or alumni that is protected, personal, or sensitive?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Access to Level Protected Level 1 Data: (i.e., Passwords, DOB, Credit Card Numbers, SSN's, Medical Data, Law Enforcement Records, etc.) - Link to or incorporate ICSUAM pages.
3. Does this position have access to student records?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FERPA (Access to student education records)
4. Is the position responding for recording/reporting Clery Data?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Clery Act Basics
5. Does the position have access to protected health information?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	HIPAA
6. Will this position be an active/participating member of the SDSU Emergency Operations Team?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	EOC Member
7. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Motor Vehicle Records/Licensing Check is required. CA Defensive Driver
8. Does the position influence or make decisions regarding real property, real property acquisitions and/or leaseholds, land use and/or development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 1
9. Does the position influence or make decisions regarding the purchase of goods, service or construction work? Note: Having a procurement card is not qualifying if the individual is limited to making directed and supervised purchases from established vendors.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 2

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10. Does the position influence or make decisions regarding the investment of SDSU/CSU funds.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 5
11. Does the position influence or make decisions regarding the sale of campus goods, services, products, or commodities (including agricultural commodities), which are sold by the campus?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 6

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Attachment C

Complete for **MPP Positions Only**

Mental Effort:

Enter frequency of occurrence for all applicable activities using the following key:

1=Never Occurs 2=Seldom Occurs 3=Sometimes Occurs 4=Occurs Often 5=Almost Always Occurs

<u>Planning</u>		<u>Staffing</u>	
	Forecast		Define Roles
	Set Program Goals		Give Input to Position Descriptions
	Determine Budget Allocations		Determine Selection Criteria
	Establish, Implement, Revise Policies		Recruit/Interview/Select
			Orient Staff
<u>Organization</u>		<u>Employee Relations</u>	
	Describe Relationships Between Functions		Initiate Corrective Action
	Define Department/Divisional Structure		Authorize Formal Discipline
	Establish Priorities to Meet Goals		Administer Collective Bargaining Agreements
	Schedule Work for Employees		Prepares/Investigates Grievance Awards and Complaints
	Implement procedures		Formulates/Represents University Position for Formal Grievances/Complaints
	Determine work methods		
	Balance multiple tasks/projects		
<u>Direction/Leadership/Supervision</u>		<u>Performance Evaluations</u>	
	Educate		Determine Performance Standards
	Delegate		Authorize/Approve Awards
	Coordinate		Prepare Performance Evaluations
	Coach/Train/Develop		Observe/Follow-Up on a Daily Basis
	Recommend Formal Training		Correct Work/Behavior Problems
	Motivate		
	Instruct/Demonstrate		
	Schedule Staff/Readjust Schedule		
<u>Organization</u>		<u>Other</u>	
	Describe Relationships Between Functions		
	Define Department/Divisional Structure		
	Establish Priorities to Meet Goals		
	Schedule Work for Employees		
	Establish deadlines		
	Implement procedures		
	Determine work methods		
	Balance multiple tasks/projects		

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Attachment D

Department Organization Chart

Instruction: Please insert an image of your department's organization chart and highlight where this Position Description falls within the chart.

Student Disability Services
Organization Chart
Effective 09/16/2024

