

Employee Name:



MPP / Staff Position Description

HUMAN RESOURCES USE ONLY	
Conflict of Interest (COI) Designated: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<u>MPP Positions Only</u>
Mandated Reporter: <input type="checkbox"/> Limited <input checked="" type="checkbox"/> General <input type="checkbox"/> N/A	MPP Job Code:
Review Date: 09/16/2024	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: New Position Existing Position Update

Date:	September 10, 2024
Department & Division:	Test Accommodation Center/ Student Affairs & Campus Diversity
Employee Name <i>(leave blank if vacant):</i>	
Current Classification & Grade:	Student Services Professional II / I
FLSA Status: <i>(exempt or non-exempt)</i>	Exempt
Working Title:	TAC Test Coordinator
Position Number & Job Code:	10002322 / 3082
Working Title & Position Number of HEERA Designated Appropriate Administrator:	Director of Testing Services & Test Accommodation Center / 10006090

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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; Counseling & Psychological Services; Cultural and Identity Centers; Digital Marketing and Creative Services; 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 & Test Accommodation Center; 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 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

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efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.”

The Test Accommodation Center (TAC) in the Division of Student Affairs and Campus Diversity is responsible for the administration of accommodated exams, on behalf of SDSU faculty, for students who are registered with Student Disability Services (SDS) and have approved test accommodations. The TAC offers accommodations and services to nearly 1,700 students, facilitating equal access to the educational process. The TAC’s responsibility is to both the students and their instructors to ensure that all classroom exams and quizzes are carried out in accordance with each individual student’s accommodations as well as the instructor’s directions. Administration of a test at the TAC will mirror the requirements of a classroom setting with the addition of the test-taker’s approved accommodations. Provision of these academic support services promotes the retention and graduation of students with disabilities at SDSU.

II. PURPOSE OF POSITION:

Under the direction of the Director of Testing Services and the Test Accommodation Center (TAC), the incumbent of this position oversees the delivery of test accommodations to students with disabilities, which are legally mandated accommodations under the ADA. Test accommodations are authorized for students whose documented disabilities warrant special arrangement during academic tests and are provided in the TAC. Examples of test accommodations are extra time on exams; use of assistive technology and software; use of student reader or scribe; separate, quiet rooms; use of calculator; computers or special equipment; etc. The TAC is an extension of the faculty’s academic classroom environment. As such the TAC Test Coordinator, is expected to work closely with faculty and students to provide legally mandated accommodations while meeting the academic requirements of the exams and maintaining the integrity of the environment and testing materials. Test accommodations are in place to allow students with disabilities an opportunity to best demonstrate the knowledge, skills, and abilities learned during their classroom experiences and to make successful progress toward their degrees.

The TAC Test Coordinator does not have immediate supervision in carrying out day-to-day operations. The Test Coordinator is responsible for maintaining the integrity of the center from the standpoint of the faculty and student constituents who depend on it. They deal with an increasing number of standard requests for accommodations as well as a wide range of faculty inquiries, concerns, and special circumstances. The Test Coordinator works with students during the test accommodation process as a time when many students are under significant emotional stress. The incumbent is expected to work with minimal day-to-day supervision in arranging for routine test accommodations needed by the majority of students. Non-routine accommodation requests require good judgment in knowing when to act and when to seek additional consultation with the Director of Testing Services and the Test Accommodation Center, the Lead Test Coordinator in Testing Services and possibly with university faculty and administrators. The Test Coordinator is expected to recommend solutions and options for resolution of issues during the consultation process.

The Test Coordinator works with over 1,700 students authorized to receive test accommodations and oversees the administration of over 5,000 accommodated tests, quizzes, and final exams each year.

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III. CHANGES IN RESPONSIBILITIES:

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%.

Responsibility/Duty	% of time
<p><u>Test Accommodation Program Coordination</u></p> <p>1) Responsible for the day-to-day operations of the Test Accommodation Center.</p> <p>2) Maintain effective working relationships with students, faculty, and staff relating to the Test Accommodation Center which requires the TAC Test Coordinator to be cognizant of students' unique needs, concerns, and motivations.</p> <p>3) Understand and interpret policies and procedures to assure students receive accommodated testing as mandated by the ADA.</p> <p>4) Coordinate with faculty and the Director of Testing Services and the Test Accommodation Center to maintain academic integrity of the testing process, including analyzing individual student and faculty requests to assure university and Student Disability Services' (SDS) policies are followed.</p> <p>5) Make recommendations to students and faculty regarding the administration and scheduling of exams.</p> <p>6) Interact with students and faculty during times of elevated stress to find resolutions for problems regarding accommodations and related arrangements.</p> <p>7) Recommend and implement changes in procedures and paperwork, as needed and based on the collection and analysis of data, to ensure both efficiency and integrity of the program.</p> <p>8) Coordinate with SDS staff to ensure the overall needs of students are met, including referring students to SDS programs and/or to other campus resources.</p> <p>9) Regularly utilize SDS's student disability database program Clockwork to manage and organize accommodated exam requests. Serve as the point person for Clockwork issues related to accommodated exams.</p> <p>10) Monitor department and program information email inbox and respond or refer inquiries to appropriate staff.</p> <p>11) Coordinate the implementation of the new AIM software for providing test accommodations.</p>	45%

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<p><u>Test Accommodation Center Operations & Student Assistant Supervision</u></p> <p>1) Interview, hire, train, and schedule qualified student assistants as test proctors, and office assistants, using training materials developed in conjunction with the Director of Testing Services and the Test Accommodation Center.</p> <p>2) Supervise and mentor student assistants addressing academic achievement, personal and professional growth, responsibility and accountability, in order to promote overall student success.</p> <p>3) Arrange for accommodations, schedules test proctors and testing rooms for classroom tests and comprehensive exams.</p> <p>4) Ensure that confidentiality of information relating to disability is maintained at all times.</p> <p>5) Supervise handling of examinations provided by faculty and recommends methods to ensure security.</p> <p>6) Collect and maintain detailed records on requests for accommodations, tests, administered and accommodations used, and furnishes reports to Director of Testing Services and the Test Accommodation Center.</p>	35%
<p><u>Collaboration with Faculty and Staff</u></p> <p>1) Work closely with faculty and staff to strategize appropriate testing accommodations for SDS students with approved test accommodations.</p> <p>2) Maintain on-going positive relationships and communication with faculty and staff to reduce friction that test accommodations may produce.</p> <p>3) Participate in interactive process meetings for any SDS student that requires problem solving between multiple parties in which test accommodations are involved.</p> <p>4) Train and advise faculty on the various technologies used to provide test accommodations.</p> <p>5) Work closely with faculty, staff, and SDS staff to assess and improve policies and procedures for test accommodations.</p>	15%
<p><u>Other Duties</u></p> <p>1) May assist in facilitating the provision of additional support services for students with disabilities.</p> <p>2) Work with Director of Testing Services and the Test Accommodation Center to complete special projects as assigned that are appropriate for this classification.</p>	5%

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Total =100%	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)
SSP IA	TAC Assistant Test Coordinator	General
Admin Supp Assistant II 10/12	After-hours Test Accommodation Assistant Coordinator	General
Student Assistants	Student Assistants & Test Proctors	Direct

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 one of the behavioral sciences, public or business administration or a job-related field. Additional specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

Possession of these knowledge and abilities is typically demonstrated through the equivalent of two years of professional experience in one of the student services program areas or in a related field; experience should give evidence of competence and indicate the potential for further growth. A master's degree in a job-related field may be substituted for one year of the professional experience.

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

- 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 of the principles of individual and group behavior.
- Ability to interpret and apply program rules and regulations; use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements; obtain factual and interpretative information through interviews; reason logically; collect, compile, analyze and evaluate data and make verbal or written presentations based on these data; advise students individually and in groups on routine matters where required; recognize multicultural, multisexed and multi-aged value systems and work accordingly; establish and maintain cooperative working relationships with faculty, CSU administrators, student organizations, private and public agencies and others in committee work, and student advising and community contacts; and, rapidly acquire a general knowledge of the overall operation, functions and programs of the campus to which assigned.

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- Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Possession of these knowledge and abilities typically is demonstrated through the Experience requirements below.

C. Specialized skills required for this position

- Experience working with the topics, issues and concerns of people with disabilities, including appropriate accommodations at the university level.
- Experience working with University policies and procedures.
- Experience relating skillfully to a diverse population of students with disabilities, faculty and other members of the campus community.
- Organizational skill in coordinating a high volume of administrative detail in the presence of significant time pressures.
- Some overtime work (night and weekends) during certain peak times of the year, is required

D. License and Certification Required (I.e., Driver's License and Grade, Certification, etc.)

None

VII. PREFERRED QUALIFICATIONS:

- Work experience in disability services at the postsecondary level
- Experience providing test accommodations to university-level students with disabilities.
- 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

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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


Janet Castro (Oct 10, 2024 09:59 EDT)

Appropriate Administrator Signature

Date



Resource Manager

Date


Glenn Perez (Oct 2, 2024 09:00 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)	F	Reading & Comprehending
N	Bending (waist)	O	Writing
N	Climbing	O	Performing Calculations
N	Crawling	F	Communicating Orally
N	Kneeling	F	Reasoning & Analyzing
N	Pushing/Pulling	F	Decision Making
C	Sitting	F	Directing/Coordinating Others:
N	Squatting	N	Other:
O	Standing	Environmental Working Conditions	
N	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
O	Manual dexterity	C	Working in normal office environment
O	Reach above/below shoulder	O	Working outside with various weather conditions
N	Using foot controls	N	Uses specialized equipment
N	Other:	N	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 checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Yes <input 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.

