

CALIFORNIA STATE UNIVERSITY, FRESNO

Position Description Form

Employee Name: _____ Fresno State ID # _____
Classification: SSP III Working Title: Access Specialist
Prepared By (MPP/Chair): Jennie Johnson Department: Services for Students with Disabilities
Bargaining Unit: R04 FLSA Status: Exempt Date Prepared: 4/2024

POSITION DESCRIPTION

Overview:

Under the general direction of the Director of Services for Students with Disabilities (SSD), the individual in this position evaluates eligibility and determines appropriate academic accommodations for enrolled students with physical, perceptual, learning, and psychological disabilities. Duties include the provision of comprehensive disability related academic and career development advisement. The incumbent works with students on developing alternative learning strategies, problem solving skills and effective self-advocacy approaches. Responsibilities also involve assisting faculty, staff, and administrators with information regarding appropriate implementation of mandated academic accommodations.

Major duties of the job include:

- Provide initial intake of students who have applied for services and collect appropriate information, including verification of disability, for review.
- Assess and develop appropriate academic accommodation services plans for students with disabilities and notify faculty of classroom accommodations.
- Problem solve with students with disabilities, faculty, staff and administration regarding how and what academic accommodations are to be provided.
- Provide assistance to faculty, staff and administration in understanding the nature and implications of specific disabilities and in applying federal and state laws, CSU system and campus policy for the provision of academic support services for students with physical, perceptual, learning and psychological disabilities.
- Counsel students with disabilities about disability issues and refer to appropriate on/off campus resources.
- Present students with alternate learning strategy information specific to their particular disabilities. Research, recommend and provide for instruction for students in the use of adaptive equipment and software to students where appropriate.
- Assist students in utilizing campus services and in participating in campus activities (e.g., career and learning resource services, campus life)
- Coordinate classroom service accommodations.
- Act as a liaison and information resource on campus and in the community for the benefit of students, both current and prospective.
- Maintain accurate and confidential records.
- Prepare reports, as requested, on services provided to students.

Secondary duties of the job include:

- Participate in campus and community informational events to disseminate information about SSD services.
- May function as a working lead.

Supervisory Responsibility:

Who Supervises this Position:	Director, Services for Students with Disabilities
Who is Responsible for completing the Performance Appraisal:	Director, Services for Students with Disabilities
What other classifications does this position supervise or provide lead, work oversight:	N/A

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Minimum Requirements: Knowledge, Skills, and Abilities:

Knowledge of:

- Federal and State laws and regulations related to disability issues and accommodations and their application to students with disabilities.
- Cultural, psychosocial and employment implications of disability.
- Thorough knowledge of the policies, procedures, and practices of services to students with disabilities in a university setting or the ability to quickly acquire the knowledge.
- General knowledge of the policies, practices, and activities of student services programs.
- Knowledge of computer office systems and ability to use a broad range of technology, systems, and software packages.

Ability to:

- Work effectively with students with a broad range of disabilities.
- Carry out complex assignments independently without detailed instructions.
- Advise students individually or in groups on varied and complex matters.
- Analyze individual or group situations thoroughly, perceive available alternatives and their implications and verbalize pertinent information to individuals involved.
- Assist students with disabilities to develop their ability to identify, think through and evaluate problems and consider options or alternative solutions.
- Interact with individuals in situations where frustration, anger, or confusion are present in order to bring about calmer consideration of issues.
- Adjust approaches and techniques in the face of unpredictable responses and rapidly changing circumstances.
- Make decisions in individual cases to resolve problems where guidelines and procedures do not exist.
- Implement, explain, and apply applicable laws, codes and regulations, and exercise sound, independent judgment within general policy guidelines and operating parameters.
- Ability to create, analyze and evaluate program information and provide data for review in developing and implementing strategies and activities to support student success.
- Interpersonal and communication skills, including ability to work effectively with people of diverse backgrounds and ability to collaborate across organizational lines.
- Establish and maintain cooperative working relationships and promote a positive, service oriented collegial work environment with a variety of individuals.

Education and Experience:

Education

- Bachelor's Degree from an accredited college or university with a major in a related field

Experience

- Equivalent or three years of progressively responsible professional student services work experience.
- A Master's degree in Clinical Rehabilitation and Mental Health Counseling (formerly Rehabilitation Counseling), Clinical Psychology, Communicative Science and Disorders, Special Education, Clinical Social Work or related field may be substituted for one year of professional experience.

Preferred Skills:

- In addition to knowledge and experience with a broad range of disabilities, specific experience in counseling students who are deaf, blind, visually impaired, or who have psychological disabilities is an asset.
- Ability to work in a flexible, collaborative manner within a diverse and demanding work environment.
- Knowledge of specific uses of adaptive equipment and software.

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SPECIAL CONDITIONS OF EMPLOYMENT AND POSITION DESIGNATIONS:

This position will have a duty to report to the Campus Title IX Officer information pertaining to victims of sex discrimination, sexual harassment, sexual misconduct, dating/domestic violence, and stalking as required by [CSU Executive Order 1095](#).

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Employee Name: _____ Position: Access Specialist (SSP III)
 Department: Services for Students with Disabilities Date Prepared: 04/2024

WORKING ENVIRONMENT

Check the appropriate box which most accurately describes the extent of the specific activity performed by the employee on a daily basis. If the activity is performed less than one (1) hour each day, check the N/A box.

PHYSICAL EFFORT

	Number of hours/day						Number of hours/day				
	N/A	1-2	3-4	5-6	7+		N/A	1-2	3-4	5-6	7+
1. Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12. Lifting or carrying					
2. Standing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. 10 lbs. or less	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. 11 to 25 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bending Over	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. 26 to 50 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Crawling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. 51 to 75 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Climbing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 76 to 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reaching overhead	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Over 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Crouching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Repetitive use of hands/arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Kneeling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Repetitive use of legs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Eye/hand coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Pushing or pulling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
						Yes	No				
16. Driving cars, trucks, forklifts and other equipment						<input type="checkbox"/>	<input checked="" type="checkbox"/>				
17. Being around scientific equipment and machinery						<input type="checkbox"/>	<input checked="" type="checkbox"/>				
18. Walking on uneven ground						<input type="checkbox"/>	<input checked="" type="checkbox"/>				

MENTAL EFFORT

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Directing Others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using math/calculations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Working at various tempos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Concentrating amid distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Remembering names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Remembering details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Working rapidly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Examining/observing details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Discriminating colors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL FACTORS

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Inside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Outside	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Humid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hazards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. High places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cold	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Dry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Wet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Change of temp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Dirty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Dusty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Noisy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Working with others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Working around others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Working alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>