## Position Purpose

The position's purpose should be a brief summary of the general nature of the responsibilities of the position plus additional information including scope, context and the general environment under which it functions. It should include who the position reports to and, if applicable, from whom the position receives work lead direction.

## *Example:* Reporting to the Operations Manager, and working under general supervision, the incumbent creates and modifies accessible forms and documents for posting on the department website, utilizing technology such as DocuSign when appropriate. The incumbent ensures consistency in formatting and timely completion and posting of forms and documents.

## Type of Supervision Received

Select the option that best describes the type of direction received for the position (Direct Supervision, General Supervision, Limited Supervision, General Direction or Administrative Direction). Please note, Administrative Direction is reserved for Administrator IV positions.

## Essential Functions and Tasks

As defined by the U.S. Equal Employee Opportunity Commission, essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. Factors to consider in determining if a function is essential include:

* whether the reason the position exists is to perform that function,
* the number of other employees available to perform the function or among whom the performance of the function can be distributed, and
* the degree of expertise or skill required to perform the function.

% of Time Annually

The percentage of time should be the proportion of the incumbent’s annual work time (2080 hours) spent on an Essential Function. The percentages associated with Essential Functions must add to 100%. Percentages are used to classify the position. Actual amount of time spent on each Essential Function may vary based on department cycles and priorities.

*To insert additional rows in the Essential Function table, click Tab after filling out the last row and a new row will be inserted.*

*Example:*

| Essential Functions and Associated Tasks | % of Time Annually |
| --- | --- |
| **Form and Documentation Support*** Create and update forms ensuring consistent formats throughout the department
* Collaborate with department management, department webmaster, and department form & documentation committee on prioritization of updates
* Convert existing forms to online forms using DocuSign or other online form software, as appropriate
* Update existing documentation to ensure consistent formatting throughout the department
 | 60% |
| **Section 508 Compliance*** Perform accessibility tests on forms and documents to ensure compliance with Section 508
* Modify forms and documents as needed for compliance and accessibility purposes
 | 40% |

## Knowledge, Skills and Abilities (KSAs)

Indicate the knowledge, skills, and/or abilities required to perform the Essential Functions in Section C.

* Knowledge: A body of information applied directly to the performance of a function gained from instruction or learned through experience.
* Skill: A technical expertise or proficiency.
* Ability: A mental or physical aptitude, capability, or competence.

University Personnel will include all standard KSAs based on CSU Classification Standards and SJSU practice.

*Example:*

| Knowledge, Skills and Abilities needed to perform the Essential Functions in Section C |
| --- |
| * Strong knowledge of form and document development
* Strong knowledge of Microsoft Word, Adobe Acrobat and DocuSign
* Strong oral and written communication skills
* Ability to apply Section 508 accessibility standards to forms and documents
* Ability to maintain confidentiality and appropriately handle sensitive communications
 |

## Cash Handling

Does this position handle cash in any amount? If yes, please choose “Yes” and your Recruiter will follow up on this question.

## Non-Student Positions Managed/Led By Incumbent

Enter the 8-digit Position Number, Classification and Working Title of the positions that will be managed/led. Do not list student, casual worker or special consultant positions.

## Physical Demands and Work Environment

Describe the physical demands required of this position (e.g. lifting, sitting, standing) and the work environment (e.g. typical office environment, moderate noise level). If this position will work an alternate schedule (not M-F, nights, weekends) please include details.

## Qualifications

The Minimum Qualifications for Education and Experience will be set by University Personnel for non-MPP positions based on CSU Classification Standards. For MPP positions, enter the minimum Education and Experience for review by UP. Preferred Qualifications should be entered for all positions and will be used for recruitment purposes only.

## Signatures

A completed Position Description includes signatures from the Employee, the Appropriate Administrator and University Personnel. When submitting a position description for review, enter the names only. Once the position description is finalized, UP will obtain the appropriate signatures via DocuSign.

| **Position Number:** |  |
| --- | --- |
| **Working Title:** | Transition Success Counselor, Guardian Scholars Program  |
| **Classification Title:** | SSP III |
| **Job Code/Grade:** | 3084/Range 1 |
| **Department ID/Name:** | 1689 Guardian Scholars Program |
| **Appropriate Administrator Title/Position Number:** | Director of Guardian Scholars Program/00016345 |
| **Work Lead or Department Chair Title/Position Number:** | N/A |
|  |  |
| **Employee 9-digit ID (once filled):** |  |

## POSITION PURPOSE

| Under the general supervision of the Director of the Guardian Scholars Program, the Transition Success Counselor is responsible for providing non-clinical, academic and personal guidance to students who identify as current or former foster youth, wards of the court, youth under legal guardianship and unaccompanied homeless youth as determined by the Office of Financial Aid and Scholarships. Theincumbent will: conduct one-on-one and group meetings; submit referrals to campus and community resources based on student needs by working with county representatives; and provide workshops for the Guardian Scholar student population. The Transition Success Counselor will work collaboratively with internal and external partners and stakeholders to create opportunities that support the retention, persistence and overall success of Guardian Scholars students. Additionally, the Transition Success Counselor will also act as a liaison between the Guardian Scholars Program and government organizations and remain informed of all legislation impacting foster youth at the child welfare level. |
| --- |

## TYPE OF SUPERVISION RECEIVED *(Select one and enter the number below)*

1. Direct Supervision: Work is performed according to detailed instructions and the supervision is available on short notice. The methods of work are well established and outlined. (Typical supervision for entry level, non-exempt positions)
2. General Supervision: Objectives are set for position, but the incumbent works independently referring to policies, practices and procedures. (Typical supervision for mid-level exempt or non-exempt positions)
3. Limited Supervision: Incumbent proceeds on its own initiative while complying with policies, practices and procedures described by the Supervisor. Incumbent seldom refers matters to the supervisor except for clarification of policy. (Typical supervision for professional or advanced-level exempt positions)
4. General Direction: Incumbent has broad responsibility for planning, organizing and prioritizing work. Active control by the manager is only exercised on longer term goals and policy issues. (Typical supervision for middle managers and high level professionals)
5. Administrative Direction: Management decisions are comprehensive and the work function is broad. (Reserved for Administrator IV positions)

| **2** |  |
| --- | --- |

## ESSENTIAL FUNCTIONS

| **Essential Functions and Associated Tasks** | **% of Time Annually** |
| --- | --- |
| **First Year and Transfer Student Support*** Provide holistic life skills coaching to support Guardian Scholars students’ personal and social development as they transition to and through their university journey.
* Conduct assessments, crisis management, goal setting, and transition plan meetings for assigned students and support them in identifying individualized goals.
* Refer students experiencing academic and/or personal difficulties to appropriate campus resources for assistance such as Counseling and Psychological Services, Financial Aid, Accessible Education Center, SJSU Cares, Spartan Food Pantry, etc.
* Submit referrals to off-campus community resources interconnected to GSP based on student needs by working with state and county representatives from the Chancellor’s Office, John Burton Youth Advocates, PIVOTAL, Rapid Response, The HUB, etc.
* Monitor the progress of Guardian Scholars students in the caseload with check-ins, scheduled meetings, or proactive outreach and communication, responding to students’ questions, concerns, and needs.
* Maintain records and summary reports of student interactions including documenting student challenges, referrals provided to the student, and any necessary or required follow-up.
* Serve as GSP liaison and provide support, advocacy, intervention, and referrals to students as it relates to Academic Advising, Faculty concerns, and connecting with other support services/programs/centers on campus.
* Manage Early Support alerts related to basic needs support for students in GSP - provide timely phone, email, and in-person outreach.
* Assist in the development, implementation, and assessment of Trauma Informed programming to assist former foster youth and unhoused students in their transition from high school and community college.
* Work closely with foster youth programs, foster youth consortiums, the Chancellor's Office, local school districts, and community agencies and participates in foster youth advocacy and advisory councils.
* Attend conferences/meetings and maintain a working knowledge of developments/legislation on issues addressing current and former foster youth, access and equity programs, and academic advising.
* Remain informed of all legislation impacting foster youth at the child welfare level and inform other Guardian Scholars personnel of new policies and procedures relating to foster youth at the child welfare level that may have an impact on current and prospective Foster Youth Guardian Scholars participants.
 | 60% |
| **Graduation and Post-Graduation Transition Support** * Assist with SJSU graduation preparation including graduation application, and ordering graduation regalia and attending graduations to support Guardian Scholars who are self-supporting.
* Assist graduating Guardian Scholars with their post-graduation plan for housing, employment, internships and graduate school.
* Assist students in searching for graduate opportunities and with the completion of graduate school applications including gathering necessary documents, financial resources for application fees, connecting students to liaisons who serve former foster youth and unhoused students.
* Collaborate with the Career Center and off-campus community partners to engage Guardian Scholars students in expectations of employment and salary figures, develop professional online profiles and resumes, and grow interview skills.
* Maintain a network of on-campus and community connections to refer students for additional support.
 | 30% |
| **Supervision of Student Assistants*** Support the Guardian Scholars Director and Program Coordinator with recruitment, hiring, training, directing, supervision, and evaluation of student employees and interns.
* ​Assist student employees/interns in developing transferable skills related to their chosen majors.
* Guide and help to develop student employees in their social, leadership, academic, and identity development; Advocate for their holistic well-being.
* Monitor student employee/intern work hours to ensure they are not exceeding allowable work hours in a week.
 | 10% |

The incumbent 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. Incumbent is also required to promptly report any knowledge of a possible Title IX related incident to the Title IX Office.

Percentages are used to classify the position. Actual amount of time spent on each Essential Function may vary based on department cycles and priorities. Other duties may be assigned by the Appropriate Administrator.

## KNOWLEDGE, SKILLS and ABILITIES

| Knowledge, Skills and Abilities required to perform the Essential Functions in Section C |
| --- |
| * Thorough knowledge of and skill in working with historically underserved student communities.
* Knowledge of multicultural and identity development and frameworks for related diversity training.
* Knowledge of local and national community organizations that support current and former Foster Youth and unhoused student population(i.e. John Burton, McKinney Vento Liaisons, Pivotal, The Hub, etc).
* Ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.
* Knowledge of assessment techniques and ability to develop cohesive reports.
* Ability to use a broad range of computer skills and software.
* Ability to take initiative, collaborate, and complete projects.
* Ability to prepare various documents including operations manuals and procedures, program and activity schedules, proposals, and monitor budgets.
* Ability to conceptualize program functions and procedures and implement those relevant to improving program efficiency.
* Apply judgment, discretion, and maintain confidentiality in performing complex tasks.
* Excellent oral and written communication skills.
* Ability to advise potential students, parents, and high school and community college staff individually and in group settings.
* Ability to apply high-level analytical skills to take effective action while independently carrying out assigned responsibilities.
* Ability to promote, organize and facilitate group meetings.
* Excellent customer service and public relations skills.
* Ability to effectively prioritize multiple work priorities and organize various projects and to follow safety and confidentiality protocols.
* Ability to work some evenings and weekends
 |

## CASH HANDLING

| Does this position handle cash? |
| --- |
| No |

## NON-STUDENT POSITIONS MANAGED/LED BY INCUMBENT (if applicable)

| **Position Number** | **Classification/Working Title (to insert additional rows, click Tab in the last row)** |
| --- | --- |
|       |       |
|  |  |
|  |  |
|  |  |

## PHYSICAL DEMANDS and WORK ENVIRONMENT (include alternate work schedule when applicable)

| Describe the physical demands required of this position (e.g. lifting, sitting, standing) and the work environment (e.g. typical office environment, moderate noise level). If this position will work an alternate schedule (not M-F, nights, weekends) please include details. |
| --- |
| The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Position may be required to work at a computer terminal and desk for long periods of time on projects. May be required to travel between campus offices and off-campus locations. May be required to work weekends for specialized events. Typical office environment with a possible shared office space in a fast paced with heavy foot-traffic. Office includes common equipment and tasks. Physical ability to utilize computer and other office equipment in performing a variety of office functions. Order, organize and store supplies, and transfer materials for information booths and exhibits. On a regular basis, this position involves reaching for and lifting up to 25 pounds. The position will also on occasion need to push (e.g., in a cart) up to 50 pounds. |

## QUALIFICATIONS

| **Minimum Qualifications**(for non-MPP positions, UP will complete this section) | **Preferred Qualifications**(used for recruitment purposes only) |
| --- | --- |
| **Education**: Equivalent to graduation from a four-year college or university in a related field, including or supplemented by upper division or graduate coursework in counseling techniques, interviewing, and conflict resolution where such are job-related      | **Education**: Master’s Degree in Social Work, Human Services, Psychology, or other related field |
| **Experience**: * Three years of progressively responsible professional student services work experience.
* 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.
 | **Experience**: * Two or more years of professional experience in higher education or student affairs.
* Experience working with students who have experienced foster care, out-of-home placement, and/or homelessness, and are first-generation.
* Ability to cultivate a sense of belonging amongst students; advise students and connect them with relevant resources.
* Ability to be inclusive of a diverse student population, faculty, staff, and the public; and ability to establish and maintain cooperative working relationships with a variety of individuals.
* Working knowledge of the Maxient database system, Canvas, Oracle/PeopleSoft, CSU Common Management System or equivalent student information system; and Google Workspace and calendaring programs.
* Experience with (i.e. PeopleSoft, FileMaker Pro, Excel Spreadsheet) or comparable databases.
 |

## SIGNATURES (Enter names only; Signatures will be obtained when UP finalizes position description)

| EmployeeName/Signature: |       | Date Signed: |       |
| --- | --- | --- | --- |
| Appropriate Administrator Name/Signature: | Chandell Schye Bell | Date Signed: |  |
| University Personnel Name/Signature: |       | Date Signed: |       |

# This form to be filled in only if this is a new position or if the JHA needs to be revised on a current position.

# [Things to consider when filling out this JHA form.](https://www.sjsu.edu/up/docs/job-hazard-analysis-considerations.pdf)

| **Job Title** | **Job Code** |
| --- | --- |
|  |       |
| **Department** | **Supervisor** |
|  |  |
| **Date** | **New JHA** | **Revised JHA** |
|  |  |  |
| **Location where tasks are performed:**  |
| Main Campus  | ☐ | South Campus  | ☐ | Buildings: |       |
| **Analysis Performed by** | **Reviewed by** | **Date** |
|       |       |       |
|  |
|  | **Tasks** (list one task per row) | **Tools/Equipment Used** | **Hazards** | **Controls** |
| 1. |       |       |       |       |
| 2. |       |       |       |       |
| 3. |       |       |       |       |
| 4. |       |       |       |       |
| 5. |       |       |       |       |
|  |
| **Check all hazards associated with job code:** |
| ☐ | Chemical | ☐ | Hazardous materials (lead, asbestos, etc.) | ☐ | Radiological (ionizing) |
| ☐ | Confined space | ☐ | Hoisting | ☐ | Radiological (non-ionizing) |
| ☐ | Fire | ☐ | Hot work (spark generating) | ☐ | Heat illness/temp extremes |
| ☐ | Elevated work | ☐ | Material handling/lifting | ☐ | Covid-19 |
| ☐ | Ergonomics (office) | ☐ | Elevated noise > 85dB | ☐ | Biohazard |
| ☐ | Driving (carts) | ☐ | Hazardous atmospheres | ☐ | Other: |       |
| ☐ | Slips, trips, falls | ☐ | Arc flash | ☐ | Other: |       |
| ☐ | Stored energy LOTO | ☐ | Mobile industrial vehicle | ☐ | Other: |       |
|  |
| **Personal Protective Equipment Associated with Job Code** |
| Are there minimum requirements for working in the affected area(s)? |
|  | No |  | Yes | (if yes, check all that apply) |
| ☐ | Eye protection | ☐ | Steel toed boots | ☐ | Chemical resistant gloves |
| ☐ | Face shield | ☐ | Leather gloves | ☐ | Face mask (COVID-19) |
| ☐ | Fall protection | ☐ | Hard hat | ☐ | Other: |       |
| ☐ | Welding shields | ☐ | Hearing protection | ☐ | Other: |       |
| ☐ | Reflective vest | ☐ | Arc rated clothing | ☐ | Other: |       |
|  |
| **Training Assigned:** |
|  |  |  |
|  |       |  |
|  | Additional training needed? |  |
|  |       |  |
|  |  |  |