

CALIFORNIA STATE UNIVERSITY, FRESNO

Position Description Form

| | | | |
|--------------------------|------------|-------------------|--|
| Employee Name: | _____ | Fresno State ID # | _____ |
| Classification: | ITC-Career | Working Title: | Assistive Technology/Instructional Materials Coordinator |
| Prepared By (MPP/Chair): | Director | Department: | Services for Students with Disabilities |
| Bargaining Unit: | 09 | FLSA Status: | Exempt |
| | | Date Prepared: | 04/22/2024 |

POSITION DESCRIPTION

Overview:

Under the general direction of the Director of Services for Students with Disabilities (SSD), the Assistive Technology/Instructional Materials Coordinator (ATIM Coordinator) is responsible for providing SSD with consultative support and services in the use of assistive technology to students with disabilities. The incumbent will ensure technical and instructional materials and support are provided to students with disabilities in accordance with the legal requirements of the Americans with Disabilities Act (ADA). The incumbent will provide training and access to various technologies to both eligible students and production student staff. The incumbent is responsible for oversight of the production of alternate media for eligible students as well as provide workflow direction of alternate media production to the production student staff. The incumbent collaborates with the Access Specialists and students to assess assistive technology needs including hardware and software. The position provides on-site training and training materials for SSD students to ensure efficient and maximum use of technical resources. This position performs a variety of technical tasks related to adaptive computing needs on a variety of hard/software platforms, evaluates and procures new adaptive technologies to ensure information and computing systems remain accessible to persons with disabilities in a dynamic and evolving technology environment.

Major duties of the job include:

Assistive Technology

- Ensure that all equipment and software related to alternate text production are maintained in good working order and secure. Make recommendations for new and updated equipment as needed.
- Provide consultative support, training, and services to the students in the use of assistive technology, applications, and other systems.
- Write and/or maintain (for current) user documentation, user guides, instructor guides, training outlines, and technical training publications.
- Provide technical advice and expertise in the evaluation, purchase, upgrading, and maintenance of software and/or hardware resources, particularly assistive technology resources.
- Interface with university personnel on technological accommodations for individuals with disabilities. Consult and recommend appropriate assistive technology to colleges/schools/departments/faculty/administrators to create an equitable instructional environment for students with disabilities.
- Act as a liaison and interface between faculty, staff, and information technology resources and staff; particularly as it applies to electronic and information technologies.
- Coordinate with Technology Services to maintain all computer systems, networks, software and assistive technologies to include diagnostics and repair for the SSD department.

Alternative Media Coordination

- Provide orientation to alternate media accommodation services to new SSD students.
- Lead and train student assistants responsible for preparing instructional materials.
- Oversee student staff responsible for preparing materials.
- Develop and maintain collaborative relationships with faculty and academic departments to ensure efficient provision of alternate format of Instructional textbooks and other materials.
- Establish workflow controls to log Alternative Formats requests, which includes documenting incoming requests, updates to the request and the completion data.
- Promote and maintain privacy and confidentiality regarding student data and information.
- Other duties as assigned.

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Supervisory Responsibility:

| | |
|---|----------|
| Who supervises/leads this position: | Director |
| Who is responsible for completing the performance appraisal: | Director |
| What other classifications does this position provide leadwork oversight: | students |

Knowledge, Skills, and Abilities:

Knowledge of:

- Demonstrated knowledge in digital accessibility, applicable laws and standards, including American Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, and Web Content Accessibility Guidelines.
- Accessibility and usability of web content.
- Accessible document development and remediation.
- Accessibility and usability of ICT hardware.
- Testing and evaluation of the accessibility of web and other technologies.
- How to address accessible technology barriers in an educational setting.
- Assistive technologies for various disabilities, including visual, motor, cognitive, and hearing impairments.

Skill/Ability to:

- Effectively complete assignments with accuracy, quality, and timeliness.
- Show excellent attention to detail and task organization skills.
- Effectively communicate using strong written, verbal, organizational, and interpersonal skills; develop and deliver presentations, technical training and user documentation.
- Effectively communicate with both technical and non-technical audiences.
- Effectively present information and respond to questions from groups of managers, clients and customers.
- Simultaneously coordinate or work on multiple, complex assignments and projects with minimal supervision and general work direction.
- Utilize strong customer service skills and proactive, customer-focused attitude.
- Interpersonal and communication skills, including ability to work effectively with people of diverse backgrounds and collaborate across organizational lines.
- Take initiative with identifying problems and potential resolutions quickly and developing effective solutions in collaboration with others.
- Utilize strong interpersonal and influencing skills with ability to effectively engage with different levels within an organization.
- Create and maintain program data for review in developing and implementing strategies and activities to enhance processes and meet programmatic goals.

Education and Experience:

- Bachelor's degree in assistive technology, computer science, information systems, educational technology, communications, or related fields with training in the use and application of assistive technology, both hardware and software, for individuals with disabilities.
- Two years of Assistive Technology (AT) experience: Understanding and expertise in the use of assistive technology. Certification in Assistive Technology may replace one year of direct experience.
- Experienced in the use of assistive technology and appropriate hardware and software including:
 - Hardware: Adaptive /ergonomic furniture, braille embosser and related software, speech synthesizers, digital voice recording devices, CCTV, adaptive devices, networked printers and high-speed scanners.
 - Software: Text-to-Speech Software and screen reader programs, Dragon Naturally Speaking, Math programs, JAWS, Zoomtext, etc.

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Preferred Skills:

- Direct work experience in disability services at postsecondary level.
- Demonstrated skills in an institutional/educational environment utilizing a customer-oriented and service-centered attitude.
- Technical skills for evaluating, purchasing, upgrading and maintenance of software and/or hardware resources for the Lab and the SSD office.
- Experience in direct- client assessment and work plan development.

SPECIAL CONDITIONS OF EMPLOYMENT AND POSITION DESIGNATIONS:

- 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 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](#).

Employee Name: _____
 Department: SSD

Position: ITC Career
 Date Prepared: 4-2024

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 type="checkbox"/> | <input type="checkbox"/> | 12. Lifting or carrying | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Bending Over | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Working at various tempos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Remembering details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. Discriminating colors | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16. Working around others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17. Working alone | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

This position description is not an employment agreement or contract. Management has the exclusive right to alter this Position Description. Notification of changes will be provided to the employee consistent with the applicable bargaining agreement.