

CALIFORNIA STATE UNIVERSITY, FRESNO
Position Description Form

Employee Name:	_____	Fresno State ID #	_____
Classification:	SSP II	Working Title:	Accommodations Specialist
Prepared By (MPP/Chair):	Jennie Johnson, Director	Department:	Services for Students with Disabilities
Bargaining Unit: R04	FLSA Status: Exempt	Date Prepared:	8-2024

POSITION DESCRIPTION

Overview:

The incumbent supports the implementation of the various accommodations and services for students with disabilities that are not directly coordinated or supervised by other lead SSD staff and support of those services directly provided by SSD. The Accommodation Specialist provides disability management to students with disabilities utilizing SCOUT transportation services, and classroom accommodations. Maintains a caseload of approximately 40-50 temporary, each semester and conducts individual student advising and guidance sessions. Responsible for providing information to students with disabilities regarding procedures for requesting services through SSD and for making referrals to appropriate staff and other campus offices. The incumbent will act as a resource to the greater campus and community at large in relation to the above listed accommodations.

MAJOR RESPONSIBILITIES AND WORK ACTIVITIES:

Responsible for providing temporary accommodations

- Provide initial intake interview of students who have applied for temporary accommodation services and collect appropriate information, including verification of disability, for review and establishment services.
- Meet with all students individually every semester to set up or reestablish services.
- Set-up and maintain daily schedules for SCOUT students using the SAM database management system.
- Develop and maintain collaborative relationships with the campus traffic and transportation department that operates the SCOUT services.
- Prepare daily schedule reports and submit them to campus traffic and transportation department.
- Resolve students schedule conflicts as needed and resolve problems in collaboration with all parties involved.
- Implement the policy and procedures for use of SCOUT services.
- Maintain case notes and confidential records.
- Manages and coordinates the SCOUT phone line during business hours.
- Provides ongoing training for SCOUT phone line management with SSD student assistants and staff and continue to revise training procedures on a semester basis.
- Provides assistance in managing the SCOUT phone line.
- Reviews and analyzes students' SCOUT schedule to ensure efficiency for all parties involved on a weekly basis.

Student support classroom accommodations

- Develop and maintain collaborative relationships with faculty administrative service departments to ensure efficient provision of notetaking and classroom furniture requests.
- Assist students and faculty in resolving furniture and notetaking issues that may arise.
- Coordinate with 200+ volunteer notetakers to insure the timely delivery of notes.
- Develop and maintain an accurate database of notetakers.
- Coordinate classroom furniture and equipment accommodations.
- Process student classroom furniture requests
- Collaborate with Assistive Technology Coordinator for special equipment and other classroom accessibility needs.
- Coordinate with Campus Warehouse and Property for service delivery.
- Keep detailed records of all requests and fulfillment of classroom service requests.

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- Provide support in Testing Accommodations in the absence of the Testing Accommodations Coordinator.
- Other duties as assigned

SUPERVISOR AND SUPERVISORY RESONSIBILITIES

Who supervises this position:	Jennie Johnson, Director
Who is responsible for completing the performance appraisal:	Jennie Johnson, Director
What other classifications does this position provide leadwork oversight:	N/A

MINIMUM REQUIRED SKILLS, KNOWLEDGE AND ABILITIES:

Knowledge of:

- General knowledge of pertinent federal and state laws, CSU system and campus regulations and policies pertaining to the delivery of services to students with disabilities.
- General knowledge of the methods and problems of organizational and program management.
- General knowledge of research and interview techniques.
- Knowledge of computer office systems and ability to use a broad range of technology, systems, and software packages (Microsoft Office Suite, Google, Excel and PowerPoint).

Skill/Ability to:

- Ability to advise students individually and in groups.
- Ability to relate skillfully and respectfully to faculty and staff and diverse students with varying disabilities.
- Demonstrated ability to organize and plan for efficient handling of work and projects that involve multiple priorities.
- Ability to learn, interpret, apply and clearly communicate disability-related procedures, policies, information, ideas and instructions to students.
- Ability to apply independent judgment, discretion and initiative to address problems and develop practical, thorough solutions.
- Ability to maintain accurate, confidential student files.
- Ability to learn university system software (People Soft-Human Resources).
- Excellent skills in using office software packages, technology and systems.
- Demonstrated ability to maintain cooperative and effective working relationships within the SSD office and promote a positive, service oriented, collegial work environment.
- Fundamental writing and presentation skills to effectively communicate standard information.
- Work with students who may disclose sensitive and personal information in an understanding and supportive manner.
- Initiative and resourcefulness in planning work assignments and in implementing long-range program improvements.
- Ability to serve as a resource to students, staff and the campus community in responding to inquiries and providing detailed information.
- Research, compile and analyze data or situations to develop valid conclusions and make appropriate recommendations.

EDUCATIONAL AND EXPERIENCE REQUIREMENTS:

- 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 and two years of professional experience in direct student support or in a 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.
 - A master's degree in a job-related field may be substituted for one year of the professional experience.

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Preferred

- Experience in working with service delivery to students with disabilities in post-secondary educational institutions.
- Experience in working with individuals with disabilities.
- Familiarity with database applications.

SPECIALIZED SKILLS

- Experience working with persons with disabilities.

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](#).

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Employee Name: _____ Position: SSPII
 Department: SSD Date Prepared: 8-2024

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	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Concentrating amid distractions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Working rapidly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Examining/observing details	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Discriminating colors	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>