

# Job Description

Position Title: Program Specialist, ADR

Job Family: Student Services

Job Type: Professional - Intermediate

FLSA Status: Exempt

Salary Grade: 06

## Position Summary:

The Program Specialist, Access and Disability Resources (ADR) ensures the College remains in compliance with all state and federal laws supporting equal access for individuals with disabilities involved in College programs, activities, and services. This position assesses and helps develop campus accessibility protocols and resources and recommends areas of improvement. This position determines eligibility of students with disabilities for ADR services. The Program Specialist, ADR identifies access barriers to post-secondary education to design and implement accommodations to facilitate equitable access to all College activities and services. This position assists students in meeting educational goals and navigating complex systems. This position works in conjunction with Instructors, Academic Department Heads, and Deans to develop and implement approved ADA/Section 504 accommodations and inclusive instructional practices across academic settings. The Program Specialist, ADR enhances recruitment and retention of a diverse College population while reducing College exposure to liability for discriminatory practices.

## Essential Duties and Responsibilities:

Examples of key duties are interpreted as being descriptive and not restrictive in nature. Incumbents routinely perform approximately 80% of the duties below.

1. Applies specialized knowledge to review, analyze and interpret complex medical, psychological, and other supportive documentation to determine if a student is disabled and eligible for ADR services, as well as what access barriers the student may encounter at the College. Maintains primary responsibility for ensuring student access needs are met.
2. Engages students in an interactive, deliberative process to determine the impact of disability-related barriers on their ability to access College courses, services and activities, as well as to identify discriminatory practices. Considers and approves or denies all student accommodation requests, utilizing legal, professional, and College standards regarding evidence of need, fundamental alteration, undue burden, and/or direct threat.
3. Problem solves with students to develop appropriate accommodations to address identified barriers and prevent discrimination. Alerts students to community resources, access technology, organizational support, rights, and responsibilities.
4. Thoroughly documents the interactive process, including accommodations considered, as well as the basis for approval or denial. Documents ongoing communication and issues as they arise. Notifies students in writing of denials, including the reason for denial and appeal process.

5. Uses databases, such as AIM and Banner, on a regular basis to obtain and record confidential student information. Maintains confidentiality of medical, psychological and personal information.
6. Finalizes accommodations and notifies instructors of the approved accommodations. Clarifies with instructors how to implement accommodations, as well as fundamentals of confidentiality and understanding of disability.
7. Handles instructor appeals and objections to accommodations, following approved processes. Researches and consults with professional colleagues regarding appropriateness of questionable requests. Determines alternate accommodations to ensure academic integrity, institutional financial integrity, and safety, as needed.
8. Monitors the ongoing implementation and effectiveness of approved accommodations.
9. Determines fundamental elements and requirements of courses, services and activities, in coordination with instructors, deans and administrators. Communicates and consults regularly with Instructors, Department Heads, and Deans to rectify issues pertaining to equitable access of academic materials and settings.
10. Coordinates with other departments and College personnel to ensure that access technology works with a variety of learning software, such as D2L, exam proctoring, virtual meetings and individual class materials.
11. Determines the need for and coordinates with other department personnel to ensure that appropriate alternatively formatted materials (e.g. Braille, tactile graphics, e-texts etc), access technology (e.g. screen readers, text-to-speech, speech-to text, magnification, etc) and effective communication services (e.g. ASL interpreters, CART, captioning, etc) are provided and meet learner needs.
12. Investigates and resolves compliance issues regarding student access. Facilitates training for students and faculty regarding best practices in access technology, principles of universal design, accessible instruction, and applicable state and federal laws.
13. Develops, improves, implements and coordinates policies, processes and programs related to disability services, compliance, and accommodations. Identifies and addresses curricular and co-curricular policies and practices, as well as language that discriminates against students with disabilities.
14. Develops training programs to enable College personnel to make campus accessibility improvements. Provides leadership and consultation in promoting access and equity for persons with disabilities.
15. Presents College and department processes and services to prospective and current students, employees, parents, and community organizations. Plans community events to support diversity for students, parents, and professionals in Southern Arizona.
16. Ensures equal access for students with disabilities to all aspects of campus life (programs, services and activities) as outlined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Understands and follows the College process for reporting and investigating discrimination.
17. Participates in professional development to remain current on legal decisions, best practices and current trends.
18. Plans and directs the day-to-day operations of individual ADR campus offices. Supervises employees, prioritizes, and assigns work; conducts performance evaluations, ensures proper training, assists in hiring determinations, and makes disciplinary recommendations if needed.
19. Performs all other duties and responsibilities as assigned or directed by the supervisor.

## Knowledge, Skills, and Abilities:

1. Knowledge of regulatory compliance principles and practices.
2. Knowledge and application of interviewing and investigative methods and procedures.
3. Knowledge and application of various instructional methodologies.
4. Skill in analyzing data and drawing conclusions.
5. Skill in coordinating and monitoring the work of others.
6. Skill in effective communication (both written and oral).
7. Skill in independent decision making.
8. Skill in positive productive, and flexible customer service.
9. Skill in problem solving.
10. Ability to develop and maintain effective and positive working relationships.
11. Ability to operate relevant equipment required to complete assigned responsibilities for the position.

## Supervision:

- Supervises work of others, including planning, assigning, and scheduling work, reviewing work and ensuring quality standards, training staff and overseeing their productivity, and signing employee(s) performance evaluation. May have responsibility for making decisions on hiring, termination and pay adjustments.

## Independence of Action:

- Results are defined; employee sets own goals and determines how to accomplish results with few or no guidelines to follow, although precedents may exist; supervisor/manager provides broad guidance and overall direction.

## Competencies:

Competencies are the actions and behaviors that can be observed as to how work gets done that supports the College's values and strategic objectives.

- **Organizational Culture:** Provides an opportunity to impact the organizational culture of Pima Community College by both acknowledging the College's past and helping to chart its future.
- **Student Success:** Allows the opportunity to support student success as well as improve access and retention.

## Minimum Qualifications:

Candidates/incumbents must meet the minimum qualifications as detailed below.

- Master's degree in Special Education, Vocational Rehabilitation, School Psychology or a closely related field of study required.
  - Three (3) to Five (5) years of related experience required.
  - Five (5) to Eight (8) years relevant experience preferred.
- OR An equivalent combination of certification, education and experience sufficient to successfully perform the essential duties of the job such as those listed above.

## Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the key duties and responsibilities of this job. **Reasonable accommodations may be made to enable individuals with disabilities to perform critical tasks.**

- **Environment:** Work is performed primarily in a standard office environment with staff contact and frequent interruptions.
- **Physical:** Primary functions require sufficient physical ability and mobility to work in a standard office setting; to remain in a stationary position for prolonged periods of time; to occasionally position self to perform duties; to move, transport, and/or position objects of light to moderate (up to 20 pounds) amounts of weight; to operate office equipment including use of a computer keyboard; to travel to other locations using various modes of private and commercial transportation; and to effectively communicate to exchange information.
- **Vision:** Ability to see in the normal visual range with or without correction.
- **Hearing:** Ability to hear in the normal audio range with or without correction.

## Special Conditions of Employment:

- Some evening and weekend work hours. Does not include regularly scheduled work shifts.
- Pre-employment Background Check Required