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| **ACCESS SPECIALIST** | | | | |
| **Reports to:** | Faculty Director, DSPS |  |  |  |
| **Dept:** | DSPS |  | **Range:** | 27 |
| **FLSA:** | Exempt |  | **EEO:** | Professional/Nonfaculty |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under general supervision, establish a districtwide environment conducive to achieving compli­ance with state and federal regulations, goals and priorities; consult with Academic information Services (AIS) staff, faculty and classified staff to determine areas of need for assistive tech­nology train­ing and to establish goals, objectives and priorities; ensure access­ibility equipment and soft­ware environments are available and properly maintained; oversee and participate in conversion of materials into alternate formats; act as the college liaison with faculty and admin­istrators, the California Community College Chancellor's Office and with agencies with which the college contracts to provide materials in alternative formats for access by disabled students; and perform related duties as assigned.

**DISTINGUISHING CHARACTERISTICS**

An Access Specialist is distinguished from an Assistive Technology Assistant in that an incum­bent in the latter class assists in implementing the Assistive Technology Plan by training and working with students in selecting and adapting assistive technologies to meet their access needs, whereas an Access Specialist performs professional duties involved with establishing a district environment conducive to achieving compliance with state and federal regulations, goals and priorities, including determining areas of need and setting goals for assistive technology training.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Collaborate with instructional, administrative and technology departments to ensure that district informational and educational resources are accessible and functional for students, staff and other individuals with disabilities; with the district board, faculty and other depart­ments, maintain and update regulatory and alternate media policies, procedures and guide­lines including Web Accessibility Policy and the Assistive Technology Plan; provide group and individual training to faculty and staff on accessibility requirements; identify and evaluate services, software and a variety of specialized equipment and technologies to fill require­ments.
2. Serve as a liaison between faculty, students and the DSPS program to secure and translate instructional materials into alternate formats; work with students to evaluate compatibility with their accessibility needs, consistent with baseline accommodation made by their counselors; conduct individualized training for students on the use of various assistive technologies; seek combined approaches that will convey information in the best possible manner.
3. Utilize computers, specialized equipment and software to convert and adapt course and other materials into the most appropriate alternate media, including Braille, large-print materials, digital media, character recognition and text-to-speech software and embossed materials and to specialized adaptive equipment; coordinate captioning of the College’s distance education and streaming media, providing caption files and transcripts.
4. Coordinate with assistive technology vendors and publishers about technical configurations and methods for resolving maintenance issues; serve as functional specialist for a variety of DSPS software programs including but not limited to Read and Write Gold, ClockWork and Dragon Naturally Speaking; analyze, test and model results of system setup to determine appropriate func­tion­­ality, performance and data integrity; recommend system changes/cor­rections as neces­sary; research and resolve student accessibility problems.

### OTHER DUTIES:

1. Develop and maintain documentation of access strategies and resources available for students with various types of disabilities and for the various instructional media used by faculty including web pages, kiosks, etc.
2. Serve on a variety of district committees to ensure accessibility requirements are identified and addressed.
3. Prepare grant applications for funding alternate media equipment and captioning services; monitor grant usage and spending and prepare grant reports; prepare purchase requisitions and obtain quotes from vendors and suppliers.
4. May provide training and work direction to Assistive Technology Assistants.
5. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

1. Advanced uses and operations of computers, specialized equipment and software to produce materials in alternate media formats and assistive technology tools, equipment and software available to address the specific needs of students in a college-level environment.
2. Trends and developments in alternate media and assistive technology tools, equipment and software available to address the specific needs of students in a college-level environment.
3. Application and adaptation of media forms, including braille, e-Text, audio, large print and tactile graphics, in conveying a wide range of college-level curriculum using varied methods of instructional delivery to meet individual disabled student learning requirements.
4. The Americans with Disabilities Act, Section 508, copyright law and other local, state and federal laws, regulations and court decisions applicable to providing accommodations and support to students, faculty and staff with disabilities.
5. Program planning processes including setting measurable objectives.
6. Advanced techniques, uses and operations of equipment and software to produce caption­ing for videos and live streaming materials.
7. Principles of learning and learning styles and limitations associated with various types of disabilities.
8. Principles and practices of sound business communication including English usage, grammar, spelling and punctuation.
9. Web design to meet accessibility requirements as applicable to assigned responsibilities.
10. Modern office practices, procedures and equipment including computers and applicable software programs.
11. Principles, practices and methods of grant budget development and management and grant tracking and monitoring.
12. Research methods and analysis techniques.

### ABILITY TO:

1. Plan, develop, implement and coordinate specialized access programs.
2. Convert instructional material into multiple formats without loss of information.
3. Plan and organize research and statistical work relating to various aspects of access in an educational environment.
4. Work with students with disabilities to provide assistive technology training and assist them to determine appropriate alternate media and/or assistive technologies to meet their individual needs and preferences.
5. Analyze situations accurately, evaluate alternatives and adopt effective courses of action.
6. Organize, set priorities and exercise sound, independent judgment within area of assigned responsibility.
7. Interpret, explain and apply district policies and procedures and reach sound decisions in areas applicable to the work.
8. Convey empathy and work effectively with students from diverse backgrounds who have differing types and degrees of disability and who bring a range of developed skills in hand­ling an educational environment.
9. Operate a computer, specialized alternate media equipment and software, and other standard office equipment.
10. Troubleshoot and resolve device errors and software problems in assistive technologies.
11. Communicate effectively, both orally and in writing.
12. Present proposals and recommendations clearly, logically and persuasively.
13. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.
14. Establish and maintain effective working relationships with all those encountered in the course of work.

### EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university with a bachelor’s degree in education technology or a related field, and at least three years of responsible experience in working with disabled students determining appropriate alternate media and assistive technolo­gies to meet their needs; or an equivalent combination of training and experience. A master’s degree is preferred.

### LICENSES AND OTHER REQUIREMENTS:

A valid California driver’s license and the ability to maintain insurability under the district’s vehicle insurance program.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Assistive Technology Assistant

**CONTACTS:**

District board, administrators, faculty, staff, students and the general public.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent standing, walking, bending and stooping; occasional light lifting and carrying of objects weighing up to 25 pounds; ability to travel to a variety of locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving interactions and com­munications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily office/computer lab environment; subject to frequent public contact and inter­ruption; intermit­tent exposure to individuals acting in a disagreeable fashion; may work at any district location or authorized facility with occasional evenings and/or weekends on an as-needed basis. Occa­sional local travel may be requested.