

COORDINATOR OF SPECIAL STUDENTS PROGRAMS AND SERVICES

DEFINITION

To provide and coordinate supportive services to learning and/or physically disabled students on a college campus; and to act as liaison for learning, developmentally and/or physically handicapped students.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from an educational manager.

Exercises technical or functional supervision over independent contractors, student tutors and/or enabler assistants as assigned.

EXAMPLES OF DUTIES

Duties may include, but are not limited to, the following:

Provide and coordinate supportive services for disabled students through academic advising, personal counseling, vocational counseling, and situational assistance.

Assist students in determining objectives; inform and assist with utilization of special learning aids and support services; facilitate admission by assisting students in the completion of required forms.

Act as a liaison in matters concerning disabled students' pursuit of academic achievement; act as a liaison with state, county and community departments, associations, and commissions.

Select, hire, evaluate and supervise independent contractors and student tutors; monitor disabled students receiving tutoring services and evaluate their progress.

Develop and maintain files and accurate records; prepare reports regarding various aspects of the Handicapped Students Program and Services.

Acquire and make available specialized equipment and materials; determine needs of disabled students and help with additional complementary programs as available and as necessary.

Provide in-service training for faculty and staff to promote the special needs of disabled students and to develop techniques of assisting students and identifying those who need further assistance.

Attend counseling meetings, student services meetings, conferences and training meetings concerning the disabled; meet with parents and students to help allay fears and frustrations and aid them in making emotional adjustments to the

disability.

Develop, administer, and monitor the program budget.

Perform related duties as assigned.

(Over)

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MINIMUM QUALIFICATIONS

Knowledge of:

Problems encountered by disabled students in obtaining college level education.
Equipment and devices which facilitate dealing with a normal educational environment for disabled persons.
Agencies and community resources serving the needs of disabled individuals.
Interviewing and counseling techniques.
Career exploration, development and placement processes; specialized career tests available.
Specific disabilities and their educational, vocational, physical, medical and emotional effects and limitations.

Skill to:

Motivate disabled individuals to continue their education at the college level.
Communicate clearly and concisely in both oral and written form.
Select, train, and supervise student employees and independent contractors.
Reason logically, draw valid conclusions and make appropriate recommendations.
Develop, administer, and monitor a program budget.
Establish and maintain effective work relationships with those contacted in the performance of required duties.

Experience and Training

Any combination of experience and training that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

Experience:

Four years performing progressively responsible instruction, tutorial, and/or facilitative services for disabled people, including two years in a technical/functional supervisory capacity.

Training:

Equivalent to a Bachelor's degree from an accredited college or university in special education, psychology, counseling, or a closely related field.