

TOMPKINS CORTLAND COMMUNITY COLLEGE

Faculty Position Title:

Access Coordinator and Academic Coach

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Organizational Unit:

Baker Center for Learning

Reports to:

Coordinator of Access &
Equity Services

Approved by:

Board of Trustees
February 21, 2024

SUMMARY: Provides coordination and support for Baker Center for Learning (BCL) services promoting access and academic success for students with disabilities. Acts as one of the College's designated contacts for determination of appropriate academic adjustments and auxiliary aids and services for students with disabilities. Responsibilities include skilled social justice model interviewing of students; interpretation of psycho-educational, medical, and other disability-related documentation; evaluation of academic adjustment/auxiliary aids and services needs; coordination of appropriate academic adjustments, coaching, advising, and other direct services; training for staff; and program development to address diverse student learning needs. May be asked to act as the College's Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (504) Compliance Officer.

NATURE AND SCOPE:

1. Collaborates with the Coordinator of Access & Equity Services to coordinate the planning, development, and implementation of the BCL's objectives, services, and programs related to services to meet the needs of identified special populations, particularly students with disabilities.
2. Using the social justice model, interviews students, and when appropriate or necessary reviews and interprets confidential psycho-educational, medical, and other evaluations to determine eligibility for services for students with disabilities. Develops monitors, adjusts, and evaluates individual access plans, including appropriate alternate format course materials and adaptive technology, based on individual documentation, needs, and abilities.
3. Assists in maintaining a database of records around all services to students with disabilities, their access plans, and records of interaction with the BCL's Access and Equity Services (AES) office.
4. In collaboration with the Coordinator of Testing and Assistive Technology and other AES staff, supports and assists with the provision of alternate format course materials, assistive technology, and collaborates with other BCL staff while providing training in use of alternate format materials and assistive technologies.
5. Provides information about high-school-to-college transition, disability-related services, and documentation requirements to current and prospective students, college administration, faculty, staff, parents, and high school teachers and counselors. Works in collaboration with Admissions staff as appropriate.
6. Acts as primary liaison to high school special education teachers, CSE chairs, and guidance counselors seeking information regarding TC3's policies and procedures as well as with general postsecondary college policies for provision of access to students with disabilities.
7. Provides advising (with a caseload of up to 5 students), coaching, and tutoring services to students with disabilities. Primary lead person for academic coaching for students with disabilities involving executive functioning difficulties with a caseload of up to 25 active students.

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8. Develops and provides programming for students, faculty, and staff regarding disabilities, disability identity, intersectionality, bias, discrimination, and other social constructs related to disability.
9. Provides outreach, advocacy, and program development for students identified as at-risk. Works closely with faculty and administrative offices to ensure understanding of the needs of and provision of necessary services to those students.
10. Consults, and collaborates as needed, with the other members of the Baker Center for Learning to plan and develop tutor training materials and programs, especially as they relate to working with students with disabilities.
11. Performs duties related to special projects, particularly those involving efforts to improve retention and academic support services to high-risk populations.
12. Demonstrates cultural competency skills and a commitment to equal opportunity and success for all students, regardless of possible barriers including, but not limited to, race, gender, socio-economic class, culture, ability, or life experience.
13. Serves on various college and community committees, including Title IX or DEAC and performs other related tasks as assigned.

AUTHORITY: Considerable autonomy and independent judgment are exercised.

^ SUPERVISES: _____ Direct _____ Indirect _____ Operational

MINIMUM QUALIFICATIONS:

Bachelor's degree in Rehabilitation Counseling, Special Education, Counseling, Education, Human Services, Social Work, content or related field, minimum of one years' experience providing support services to students with disabilities (preferably in higher education); working knowledge of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and amendments, and other appropriate laws pertaining to higher education; and ability to determine appropriate disability-related academic adjustments and auxiliary aids and services.

PREFERRED QUALIFICATIONS: Master's degree in Postsecondary Disability Services, Rehabilitation Counseling, Special Education, Counseling, Education, content or related field; minimum of two years' experience providing support services to students with disabilities in higher education. Familiarity with the social justice model for accessibility.