

Nipissing University
JOB DESCRIPTION

JOB TITLE:	Accessibility Consultant
DEPARTMENT:	Student Development and Services
CLASSIFICATION:	Technologist E
WAGE GRADE:	100
EMPLOYMENT DEFINITION (STATUS):	Full-time Support Staff
SUPERVISOR:	Manager of Student Accessibility Services

SUMMARY OF FUNCTIONS:

Reporting to the Manager of Student Accessibility Services, the Accessibility Consultant is responsible for the administration of disability-related programs and services as a function of Student Accessibility Services. The Accessibility Consultant provides intake, screening and referral services; recommends student development strategies, and collaborates with faculty and university service providers. This position is also responsible for peer mentoring and peer support programs, orientation/transition programs and outreach activities which focus on the transitioning needs of students with disabilities. In collaboration with a variety of professional services providers, the Accessibility Consultant applies the findings and recommendations of individual student assessments; assists with the development and implementation of individualized education plans and monitors student progress. The Accessibility Consultant provides educational in-service sessions for faculty and staff regarding disability integration techniques, universal instructional design methods, and facilitates individualized student evaluation strategies with faculty. The Accessibility Consultant works in collaboration with other Student Accessibility Services staff in providing supports for students with a variety of disabilities studying at Nipissing University.

DUTIES AND RESPONSIBILITIES:

Intake, Screening and Referral (35%)

In collaboration with other university and community-based service providers, the Accessibility Consultant will:

- Thoroughly reviews documentation for currency and eligibility for support according to the Ministry and Students Accessibility Services guidelines
- Connect with incoming/prospective students to Student Accessibility Services (SAS), addressing inquiries and reviewing requirements for access to service
- When appropriate, complete preliminary screening for students to determine possible eligibility for service and evaluate student eligibility for registration with Student Accessibility Services through the collection and persual of supporting documentation and other relevant information
- Facilitate referrals to collateral supports on campus for students who are not eligible for support through Student Accessibility Services
- Make internal and external referrals for alternative assessment and support as appropriate (e.g. personal counselling, career counselling, physical and mental health, academic skills and transition)

Student Development and Advocacy Support

(40%)

With the objective being to enhance the individual student's self-awareness and to discover and capitalize upon their strengths and abilities, the Accessibility Consultant will:

- Discuss and interpret assessments with psychologists, medical practitioners and students, as needed to determine most appropriate accommodations;
- Provide individual office consultations to assess disability barriers and review documentation to determine and recommend appropriate accommodations;
- Provide individual office consultations on specific strategies to enhance academic learning and performance;
- Engage students in the on-going development of an individualized accommodation plan;
- When appropriate, consult with Faculty and administration to ensure accommodations do not compromise the integrity of essential course requirements and provide essential updates, as needed;
- Facilitate the development of a comprehensive learning profile for the student that assesses and identifies learning strengths, weaknesses, metacognitive strategies and accommodations;
- Consult with students to achieve an understanding of the nature and effect of their disability in order that they will be able to articulate their needs in a clear, applicable and assertive manner to audiences such as faculty and future employers;
- Make recommendations and supports for assistive technology, as needed;
- Support and encourage students to become skillful self-advocates as they arrange for the implementation of academic accommodations such as lecture recording and note-taking assistance, exam accommodations, accessing alternatively formatted resource materials and tutoring support;
- Work collaboratively with SAS staff, Financial Aid, and students to facilitate the application and tracking of bursary requests;
- Maintain case records documenting student progress, development and learning outcomes; and
- Encourage students to participate in student government, peer support, advocacy groups, campus employment, recreational and other campus oriented activities.

Integrated Learning Community Development

(15%)

Functioning as a consultant and facilitator in creating a barrier-free, integrated and accessible learning environment within the university, the Accessibility Consultant will:

- Educate students, faculty and staff, by conducting seminars and workshops and creating information packages;
- Advocate for students and accessibility concerns on campus;
- Promote an awareness of disabilities, effective accommodations and strategies within the University community as well as externally;
- Provide educational in-service sessions for faculty and staff to increase disability awareness and promote an inclusive community;
- Prepare reports, profiles and publications designed to enhance institutional awareness and sensitivity to disability issues;
- Ensure that all students with disabilities are aware of the community resources available to them;
- Consult with staff from community-based agencies concerning the elimination of barriers experienced by students with disabilities;
- Participate in enhancement initiatives for quality and access to programming and services in the post-secondary education system (e.g. admissions, academic advising, counselling, employment); and
- Focus on involvement of community-based resources to inform the student in issues of self-advocacy and career development.

Orientation/Transition and Peer Support Programming

(5%)

In collaboration with Student Accessibility Services staff, the Accessibility Consultant will:

- Assist with the planning and delivery of special orientation/transition programs for incoming students with disabilities;
- Promote orientation/transition and peer-facilitated services and programs for students;
- Establish criteria to associate peers with specific students;
- Determine goals and monitor the progress of peer relationships;
- Support the development of peer-facilitated self-advocacy and assertiveness training initiatives; and
- Develop and Facilitate supports to achieve developmental goals such as social skill development, interpersonal skills, and career transition for students with disabilities.

Outreach Services

(5%)

Focussing on the external community, the Accessibility Consultant will:

- Participate in the provincial-level Inter-University Disabilities Issues Association;
- Participate in educational programming aimed at enhancing awareness and services among the members of the broader educational, public and private sectors in which the student is living and studying;
- Assist resource teachers and specialists in the transition planning process from secondary to post-secondary education levels; and
- Represent the University to and on disability-related service providers and organizations in the community.

Other duties as assigned

QUALIFICATIONS:

Education:

A university degree with specialization in Special Education or equivalent is required.

Training, Experience, Knowledge & Skills Required:

- A minimum of 3 years' experience in providing direct service intervention is required.
- Experience working in a post-secondary educational setting with students with disabilities would be considered an asset.
- Experience in the use of effective interpersonal, interviewing, and communication skills
- Experience in delivering seminars and workshops using strong writing and presentation skills
- Excellent organizational skills
- Extensive computer skills and knowledge of assistive technology
- Experience in the interpretation and application of psychometric testing
- Strong commitment to the equality of opportunity for persons with disabilities
- Sound judgement and decision-making skills
- Experience in taking initiative and working in a team environment
- Training in case management practice
- Sensitivity training regarding issues of equity and diversity
- Experience in planning, implementing and co-ordinating special events
- Knowledge of psychometric assessment instruments and techniques, as well as their interpretation, as it pertains to educational and behavioral implications to the student in a university environment

- Knowledge of the range of disability documentation available (e.g. audiological reports, psychiatric diagnosis, medical conditions, neurological disorders, etc) as well as their interpretation, as it pertains to educational and behavioral implications to the student in a university environment
- Thorough knowledge of cognitive and metacognitive learning theories
- Knowledge of the components and process of developing an effective individualized education and transition plan (IE/TP)
- Knowledge of computers and other technical devices and their uses for persons with disabilities
- Knowledge of program planning and promotion
- Knowledge of effective learning and compensatory strategies for students with disabilities
- Knowledge of other campus and community services
- Ability to assess educational and social skills progress
- Sound knowledge of programs, adaptive technology and software used to assist students with disabilities at the post-secondary level
- Knowledge and skills pertaining to organizational development
- Knowledge of Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code
- Knowledge of Universal Design for Learning
- Knowledge of the need for the confidentiality in the professional helping relationship

POSITION RELATIONSHIPS:

Supervised by: Manager of Student Accessibility Services

INTERPERSONAL RELATIONSHIPS/PERSONAL CONTACTS:

Internal Contacts: Staff, faculty, students

External Contacts:

- Accessibility Consultants at the other post-secondary institutions
- Registered Psychologists and Psychological Associates
- Community Agencies and Organizations (e.g. WSIB, CHS, CNIB, LDAO, etc)
- Community Medical and Health Care providers
- Learning Disabilities Association of Ontario representatives
- Guidance Counsellors and Special Education teachers
- Inter-university Disabilities Association

MATERIALS UTILIZED:

- Assistive technology (including speech to text and text to speech recognition software, optical character recognition systems, writing, editing, organizational and memory software)
- Controlled psychometric tests (under appropriate supervision)
- Learning and Employment Assessment Profile (LEAP)
- Computer assisted learning programs (e.g. BLS software, Inspiration*, etc.)
- Fax, telephone, photocopier, computer, software
- Tele-typing devices for the deaf

PHYSICAL / MENTAL DEMANDS AND WORKING CONDITIONS:

- Sitting, standing, walking and presenting
- Mental effort involving interviewing, recording, persuasion, negotiation, planning, assessment and reporting
- Moderate emotional effort involving empathic listening, possible confrontation

I have read my position description and it has been reviewed with my supervisor. I understand what my duties and functions are, and I will carry out all of my responsibilities as herein described.

Employee Name (please print)

Employee Signature

Date

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Approvals

Supervisor

Date

Human Resources

Date