Nipissing University
JOB DESCRIPTION

JOB TITLE: Adaptive Technology Technician

DEPARTMENT: Student Development and Services

CLASSIFICATION: Technician B

WAGE GRADE: 40

EMPLOYMENT DEFINITION (STATUS): Full-time Support

SUPERVISOR: Manager, Student Accessibility Services

DATE: Revised June 2011

SUMMARY OF FUNCTIONS:

Reporting to the Manager, Student Accessibility Services, the Adaptive Technology Technician is responsible for the instruction and technology training and support of students with disabilities, program staff, and faculty. Adaptive technology encompasses specialized software, computers and other technical aids that assist students with disabilities in their studies. The Technician also maintains these technologies and resources, researches and tests new technology, provides maintenance and general support for Clockwork software, provides recommendations concerning acquisitions and technological support, completes installations and services equipment. The Technician is responsible for coordinating the acquisition and transcription of alternate format resources for students with disabilities and provides the requisite training and support to students and staff.

DUTIES & RESPONSIBILITIES:

I) Facilitate the use of assistive and adaptive technologies used by students with disabilities (40%)

- Support, instruct and train students in the use of computers, hardware, software and peripheral and assistive devices
- Train and support staff and faculty who work with the students in the use of these assistive technologies
- Remain up to date on new developments in the field of assistive technologies
- Advise students and staff of new developments and provide product purchasing recommendations, as needed
- Schedule and implement technology training plans for students
- Assist the Learning Strategists in evaluating students' activities and progress according to the available Individualized Accommodation/Transition Plan
- Coordinate a comprehensive alternate format production service
- Maintain an active network and contacts within the publishing communities
- Train students in the conversion and production of alternate format learning resources
- Prepare examination rooms and alternate format testing materials
- Set up and maintain equipment in temporary testing and examination rooms/sites
- Set up and maintain remote monitoring system for tests and exams
- Facilitate remote monitoring and invigilation of tests and exams
- Review psycho-educational assessments with the Learning Strategists to identify appropriate areas and levels of technological support
- Adapt or modify specific learning strategies to specific adaptive technologies. This might include conversion of text study notes to an auditory format to accommodate auditory or auditory/kinesthetic learners or instruction in a mind-mapping program to accommodate visual learners or conceptual learning disabilities.

- Integrate assistive technology into an effective disabilities support program in areas including written and oral expression, reading, listening, presenting, studying, memory, organization, and evaluation

II) Technical Support and Maintenance   (30%)

- Responsible for maintenance, troubleshooting and general support of Clockwork software in collaboration with UTS
- Install and maintain assistive technology available to students in the designated library study carrels, the Student Development and Services department, staff offices, exam rooms, classrooms and labs, as required
- Assist students with the installation and maintenance of assistive technology provided for their independent use
- Evaluation of learning environments (classrooms, labs, lecture halls, and theatres, etc.) for accessibility and recommendation of appropriate adaptive technology for students learning in that environment
- Recommendation of appropriate instructional technology to aid in instructor delivery and student access to lecture content and learning media in the classrooms, labs, lecture halls, theatres, etc.
- Troubleshoot and correct equipment failures and identify appropriate out-source repairs as necessary
- Ensure appropriate and up-to-date computer virus programs are operating on individual student computers and the computers being used in the program
- Install and test new and/or updated software, hardware and assistive devices for students, staff, as required
- Provide technical consultation and advice to students with disabilities

III) Collaborate with the Student Development and Services Team   (20%)

- Plan and present seminars and workshops on technology within the program, university classes, and to community education partners
- Assist staff with orientation programming and activities
- Attend and participate in roundtables, conferences, and post-secondary disability and technology-related initiatives
- Gather resources for and assist with the development and maintenance of the Student Development and Services web pages
- Develop and maintain program related data bases
- Develop and up-date resource guides, manuals, etc
- Develop training materials for assistive technology
- Assist program staff in keeping an inventory of equipment and the tracking of equipment on loan
- Assist in creating promotional and educational materials (e.g. flyers, newsletters, outreach materials, etc.)
- Perform proctor services for exams, when necessary, and cover proctors for breaks and professors for question periods, ensuring the integrity of the exam process at all times

IV) Research resources available to students and educators in the area of disability supports and services (10%)

- Research new assistive technologies that relate to students with disabilities
- Collect and summarize information for assessment in purchasing decisions
- Research training materials for assistive technologies
- Plan and conduct assistive technology open houses as scheduled
- Deliver or assist in the delivery of technology product awareness workshops
- Maintain an active network of contacts within the assistive technology vendor community

Other duties as assigned by supervisor

QUALIFICATIONS:

Education: A minimum two-year community college diploma in Information Technology, Computer Science or Electronic Technology with related experience that includes specific knowledge of assistive technology and specialized software used by students with disabilities.

Training and/or experience may be substituted for formal academic training at the discretion of the University

Training & Experience:

At least one year of relevant experience with thorough knowledge of Mac OS, MS Windows and the MS Office suite, including Word and Access

- Training and applied knowledge of both Mac and PC operating systems and functions
- Training and applied knowledge of computer networks, peripherals and mobile computing
- Experience in installing, testing and using assistive software, including writing assistance software, text readers, voice recognition systems, screening, scheduling, mapping tools, and assistive devices such as portable note taking-devices, PDA's, reading pens, personal organizers, digital and analogue recording/playback devices
- Experience in providing training and instruction to adults
- Experience with Internet research, browsing, HTML and web design
- Experience in creating training material
- Experience maintaining confidentiality

Knowledge required:

- Knowledge and the ability to apply effective organizational, communication and interpersonal skills
- Knowledge of disabilities, the impact of disabilities upon students and how technology can accommodate for specific types of disabilities
- Familiarity with a wide variety of software, specifically those related to assistive learning
- Experience assisting students with disabilities and staff members in the use of these resources
- Demonstrated ability to work effectively within a team environment and a commitment to providing excellent service to students and colleagues
- Knowledge of the importance of maintaining confidentiality in a client-centred service

POSITION RELATIONSHIPS:

Supervised by: Manager, Student Accessibility Services

INTERPERSONAL RELATIONSHIPS/PERSONAL CONTACTS:

- Individualized, direct communication with students, training them on the use of specialized software and hardware
- Working in a small group environment at times in the planning of integrated events and strategies for the Student Development and Services team
- Responding to faculty inquiries or requests for support in accommodating students with technology
- Consulting with faculty and University Technology Services regarding modifications to learning environments and instructional technology in order to accommodate students' learning needs
- Telephone contacts and frequent use of e-mail/internet
- Public presentations and appearances in conferences and seminars
- Maintaining a network of contacts with colleagues, trainers, community partners and advocacy groups, venders and the learning disability community

MATERIALS UTILIZED:

- Desktop, laptop, and mobile computers
- Windows and Mac operation systems

- Printers (network or personal), scanners, data projectors, microphones, personal digital assistants and Smartphones, specialized software and specialized hardware such as CD-ROM RW, hand scanners, PDAs, etc.
- Specialized equipment for developing interactive computer and conventional print-based training materials
- Specialized software for web development, presentations and publishing
- Software, hardware and editors for audio and video recording equipment including digital cameras and editing equipment
- Word processing software and accompanying assistive programs (e.g. TextHelp, Inspiration, Kurzweil)
- Portable keyboards (e.g. AlphaSmart)
- Portable readers, personal organizers, specialized calculators, personal FM systems, electronic language aids
- Telephone, fax, photocopier

PHYSICAL DEMANDS:

- Works in a technical office setting, with a desk, chair and computer
- Little physical exertion, with some bending and lifting in the case of setting up computer systems and data jack connections
- Some walking to various locations and moving of computer equipment may be necessary, but requiring minimal physical effort
- Fine motor coordination and some proficiency with tools for the installation, maintenance and modification of computers and their components, assistive devices, desks, etc.

WORKING CONDITIONS:

- Pleasant office surroundings
- Climate controlled
- Ergonomically designed furniture

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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)   Date

_____
Employee (Signature)

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Approvals

_____   _____
Supervisor   Date

_____   _____
Human Resources   Date

Note: Revised – June 2011 (Supervisor updated – March 2013)

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