

Accessibility and Compliance Instructional Support
Specialist (Substitute)
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=246778>

Downloaded On: Dec. 11, 2024 3:17pm

Posted Oct. 9, 2024, set to expire Feb. 8, 2025

Job Title Accessibility and Compliance Instructional Support Specialist
(Substitute)

Department

Institution South Orange County Community College District
Mission Viejo, California

Date Posted Oct. 9, 2024

Application Open until filled

Deadline

Position Start Available immediately
Date

Job Categories Professional Staff

Academic Field(s) Administration - Other
Administration - Student Affairs

Job Website <https://www.schooljobs.com/careers/socccd/jobs/4687270/accessibility-and-compliance-instructional-support-specialist-substitute>

Apply By Email

Job Description

Application Instructions:

- Complete all sections and fields on the application and attach all required documents – incomplete applications may not be considered.
- Include all relevant education, training, and/or experience on the application.

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- Do not include any personally identifiable, confidential, or otherwise unrequested information that does not pertain to job related factors (e.g., social security number, date of birth, pictures, etc.) on your application or attached documents.
- For job postings with a close date, all applications received by 11:59 PM (Pacific Time) on the job posting close date, will receive consideration.
- For job postings with an initial screening date, all applications received by 11:59 PM (Pacific Time) on the job posting initial screening date, will receive priority consideration; however, typically the job posting will remain open, and continue to accept applications, until the position is filled.
- For job postings requiring professional references, include at least three (3) professional references from the following categories:
 1. Current department chair(s) (for faculty) or supervisor(s);
 2. Previous department chair(s) (for faculty) or supervisor(s) (from within the past five (5) years);
 3. Master's thesis or Doctoral Dissertation advisor or supervisor (for faculty);
 4. Colleague(s) or co-worker(s) who can address professional competency and skills relevant to the position; and/or
 5. Other professional references.

Please note, professional references are typically contacted when a candidate is selected for, or as a finalist for, a position.

Description

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 within the job.

SUMMARY DESCRIPTION

Under the direction of the appropriate level manager or administrator, the Accessibility and Compliance Instructional Support Specialist performs a variety of specialized duties involved in identifying and recommending potential solutions for accessibility barriers based on current

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applicable guidelines, laws, and regulations, such as, Americans with Disabilities Act (ADA) and Section 508 for Electronic and Information Technology (EIT); works in collaboration with faculty through trainings and remediation to ensure compliance with applicable standards, practices, guidelines, and laws; and provides expertise and guidance to faculty in instruction-related accessibility technology and national accessibility standards, practices, and guidelines.

DISTINGUISHING CHARACTERISTICS

Performs specialized and complex duties that require advanced technical knowledge of processes related to and supporting accessibility and compliance in instruction. Plans and/or determines specific processes, procedures, technology, resources or equipment required to meet assigned objectives and solve non-routine problems; receives only occasional instruction or assistance as new, unusual, or unique situations arise and are fully aware of the operating procedures and policies within the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or reasonably related duties from those set forth below to address business needs and changing business practices.

Develops and implements processes to meet instructional-related compliance with laws, regulations, and established technical standards.

Audits online, hybrid, and web-enhanced courses for compliance with accessibility laws and regulations; identifies and remediates instructional materials that present barriers for students; remediates inaccessible course materials following current guidelines and other accessible standards as they are developed.

Audits software, applications, websites, and materials for compliance with accessibility standards as established in appropriate guidelines, laws, and regulations; makes recommendations to ensure compliance with these and related laws, regulations, and standards.

Reviews new Distance Education (DE) course proposals for accessibility and compliance with related guidelines, laws, and regulations; provides originating instructors with a checklist and resources to bring course into compliance.

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Develops and offers educational opportunities for faculty in the use of universal design and accessibility techniques.

Develops instructional course materials and templates as related to accessibility standards.

Serves as primary contact person for faculty regarding questions related to institutional EIT and accessibility of DE and web-enhanced course content.

Works in conjunction with and reports out to the appropriate manager(s) or administrator(s), staff, faculty, and any other stakeholders on instructional accessibility-related items.

Reviews and tests third-party electronic and information technology for accessibility compliance.

Works in conjunction with the appropriate managers/administrators, staff, and faculty to develop and maintain a list of approved third party applications, websites, and vendors for use by faculty.

Designs and provides training, training materials, training exercises, job aids and support for multi-platform computer operating systems, general software applications, web-authoring software applications, instructional technologies, and institutionally supported specialized applications (operational and administrative) related to accessibility.

Serves as liaison between College staff, faculty, and administrators in regard to assigned area of responsibility.

Performs related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Pertinent federal, state, and local laws, codes, rules, regulations, policies, and procedures related to the area of assignment.

Various standards related to the area of assignment including EIT accessibility standards.

California Community Colleges Online Education Initiative and California Community Colleges



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Accessibility Center.

Technical aspects of field of specialty.

EIT accessibility best practices.

EIT and Web access for individuals with disabilities.

Protocols and procedures for setting up new EIT equipment and installation of software.

Methods and techniques used in troubleshooting and performing routine maintenance on various EIT hardware and software applications.

Equally effective alternative solutions for EIT accessibility.

Best practices in EIT and accessibility training protocols for faculty and staff.

Basic principles and practices of project management.

Current office practices, procedures, methods, and computer equipment, software, and applications related to the work.

Principles and practices used to establish and maintain files and information retrieval systems; principles and practice of recordkeeping.

Work organization principles and practices.

Effective written and oral communication skills including correct English usage, grammar, spelling, punctuation, and vocabulary.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Techniques for providing a high level of customer service.

Interpersonal skills using tact, patience, and courtesy.

Techniques to facilitate effective interaction with people on an individual or group basis.



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Confidentiality requirements when dealing with personal and sensitive student information.

Occupational hazards and standard safety policies and procedures.

District and College organization, operations, policies, and objectives.

Principles and practices of providing training and guidance to lower-level staff and student workers.

Ability to:

Perform a variety of specialized duties involved in identifying and suggesting potential solutions for accessibility barriers.

Provide specialized and technical support and assistance.

Analyze and solve complex and difficult accessibility problems related to people, processes, and technology.

Install, program, configure and maintain accessible EIT equipment, software, and devices.

Maintain current knowledge of applicable guidelines, rules, regulations, requirements, and restrictions.

Provide training for faculty and staff on accessible EIT and compliance with current guidelines, laws, and regulations.

Learn and understand the organization and operation of the assigned department as necessary to assume assigned responsibilities; understand, explain, and apply administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances; work within the policies, functions, and requirements of area of assignment.

Communicate clearly and concisely, both orally and in writing in English; use correct English usage, grammar, spelling, punctuation, and vocabulary; understand and follow oral and written directions in English; listen actively and effectively.



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Develop, maintain, and foster 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.

Interact extensively with and respond to requests and inquiries from students, faculty, staff, and the public; effectively present information in person or on the telephone to students, staff, or the public; provide excellent customer service.

Operate office equipment including hardware, software, and devices supporting word processing, database management, and spreadsheets; type or enter data at a speed necessary for successful job performance; maintain accurate filing, record keeping, and tracking systems; apply excellent organization skills and attention to detail; compose and prepare correspondence and memoranda; maintain filing systems; prepare documentation, reports, and other written materials.

Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Work effectively under pressure with frequent interruptions and a high degree of public contact on a variety of tasks concurrently while meeting established deadlines and changing priorities; concentrate on detailed tasks for extended periods of time; work confidentially, independently, and collaboratively.

Exercise good judgment, discretion, and personal initiative in resolving confidential, difficult, and sensitive situations, according to established policies and procedures; use sound judgment in recognizing scope of authority; maintain critical and sensitive information, records, and reports confidentially.

Provide training and work direction to assigned temporary and student staff.

Effectively utilize computer applications and equipment in the performance of duties; adapt to changing technologies and learn functionality of new equipment and systems.

Report to work on a regular and consistent basis, as scheduled, to assigned job.



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Maintain the cleanliness, safety, and organization of assigned area; ensure adherence to safe work practices and procedures; monitor activities in assigned area and enforce policies for proper use and behavior.

Participate in trainings and meetings on-site and off-site as required.

EDUCATION AND EXPERIENCE GUIDELINES

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

Education/Training:

Equivalent to two years of college level coursework from an accredited college or university with major course work in education technology, education, assistive technology, computer information systems, computer science, or a related field.

Experience:

Three years of experience that includes researching and implementing new technologies and providing training to end users; experience with access technology that demonstrates knowledge and understanding of accessibility and regulatory compliance issues within instruction is highly desirable.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Work Environment:

Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in person and on the telephone with students, academic and classified staff, and others. At least minimal environmental controls are in place to assure health and comfort.

Physical Demands:

Primary functions require sufficient physical ability and mobility to work in an office setting; to



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stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; to verbally communicate to exchange information; and to occasionally travel to other offices or locations to attend meetings or to pick up or deliver materials.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction

Supplemental Information

Work Schedule: **TBD** – Schedule and shift vary and are subject to change in accordance with the department's needs.

Hours per Week: Up to **25**

Employment Conditions and Information:

This is a short-term, temporary, hourly Non-Bargaining Unit (NBU) assignment, not to exceed 160 days and 960 hours per fiscal year (July 1st through June 30th). **Short-term, temporary NBU positions may only be used on an intermittent, seasonal, or project basis.** Education Code Section 88003 states "Short-term employee means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis."

After successful completion of the onboarding requirements, an individual may be employed by the South Orange County Community College District (SOCCCD) as a short-term, temporary



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NBU employee. Employment will be on an “if and as needed” basis, as determined by the SOCCCD. The assignment may be shortened or extended at any time, due to departmental needs, with little to no notice. NBU employment is at-will, and either party may terminate this working relationship at any time. Neither party shall be required to provide any reason for the separation. NBU employees shall not have reemployment rights or recourse to petition to be reinstated.

NBU employees are limited to working in a single position for a single department and site (assignments are onsite only).

NBU employees are paid on a monthly basis. The payroll reporting period is from the 15th of the first month to the 14th of the second month. NBU employees are paid on the 10th of the third month.

Example: For the following reporting period: September 15th through October 14th, the NBU employee will be paid on November 10th.

NBU employees who work more than 1000 hours per fiscal year are required to contribute to the California Public Employees Retirement System (CalPERS), through payroll deduction. The SOCCCD does not intend to employ NBU employees for more than 960 hours during any fiscal year.

Special COVID-19 Notice:

Interviews may be held in-person (following all necessary precautions) or in a virtual format.



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Employees must reside in California while employed with the South Orange County Community College District (SOCCCD), even during offsite work.

The SOCCCD is committed to protecting the health and wellbeing of students, faculty, staff, managers, and the communities it serves. More information can be found on the SOCCCD website by visiting <https://www.socccd.edu/communications/covid-19-information>.

Notice to all Candidates for Employment:

The Immigration Reform and Control Act of 1986, Public Law 99-603, requires that employers obtain documentation from every new employee which authorizes that individual to accept employment in this country. The SOCCCD will not sponsor any visa applications.

California Public Employees Retirement System and California State Teachers Retirement System:

A California Public Employees Retirement System (CalPERS) retiree may not accept employment until after the first 180 days of retirement. Anyone retired from CalPERS accepting permanent employment with the SOCCCD will be required to reinstate as an active CalPERS member. Please contact CalPERS for additional information regarding your retirement status.

Any active vested member of California State Teachers Retirement System (CalSTRS), who accepts employment with the SOCCCD to perform service that requires membership in CalPERS, is eligible to elect to continue retirement system coverage under CalSTRS

Disability Accommodations:

If you require special accommodations in the application and/or evaluation process, please notify Human Resources at least two (2) business days prior to the job posting close or initial screening



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date, by either calling (949) 582-4850 or sending an e-mail to hrinfodesk@socccd.edu.

Attendance Requirement:

All SOCCCD employees are required to report to work on a regular and consistent basis, as scheduled, to assigned job.

Campus Crime and Safety Awareness:

Information regarding campus crime and safety awareness can be found at www.ivc.edu or www.saddleback.edu. Paper copies are available in the Human Resources office upon request.

Diversity, Equity, Inclusion and Equal Employment Opportunity:

The SOCCCD is committed to creating an academic and work environment that fosters diversity, equity, and inclusion (DEI) and equal employment opportunity (EEO) for all, and ensures that students, faculty, staff, and managers of all backgrounds feel welcome, included, supported, and safe. Our culture of belonging, openness, and inclusion, makes the SOCCCD a unique and special place for individuals of all backgrounds.

The SOCCCD is looking for equity and inclusion-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to the understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present within our community. When you join the SOCCCD, you can expect to be part of an exciting, thriving, equity-focused, and inclusive community that approaches higher education with the lens of social justice and collaboration among students, faculty, staff, managers, and community partners. In deciding whether to apply for a position at the SOCCCD, you are strongly encouraged to consider whether your values align with the SOCCCD's mission and goals for DEI and EEO.



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THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER

Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact

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