July 9, 2003

Mr. Joseph Keeler
Vice President of Administrative Services
Gavilan Community College District
5055 Santa Teresa Blvd
Gilroy, CA. 95020

Dear Mr. Keeler,

We are pleased to present Volume I of the Final Report of the Classified Staff Compensation Study for the Gavilan Community College District. This report documents the job analysis/job description study processes, and provides recommendations for the classification of individual positions, and recommended class specifications. It incorporates the results of job analysis questionnaires, employee interviews, review of existing class specifications and other background materials, management and employee review of the draft specifications, and evaluation of employee appeals.

We would like to take this opportunity to thank the employees involved, the study committee, the bargaining unit representatives, Steve Kinsella, and the Vice Presidents, for the assistance and cooperation without which this process could not have been conducted.

Sincerely yours,

Carl W. Seymour, CCP
Project Manager

Reginald A. H. Goodfellow, Ph.D.
Project Director
GAVILAN COMMUNITY COLLEGE DISTRICT
CLASSIFIED STAFF COMPENSATION STUDY
VOLUME I: CLASS SPECIFICATIONS

FINAL REPORT

July 9, 2003
# TABLE OF CONTENTS

**SECTION I - INTRODUCTION** .................................................. 1
  - Background ................................................................. 1
  - Study Objectives ......................................................... 1
  - Study Methodology ....................................................... 2
  - Exhibit 1 - List of Existing Classes Included in the Study ........ 3
  - Employee Participation .................................................. 4

**SECTION II - UNDERSTANDING CLASSIFICATION** .......................... 5
  - The Distinction Between Positions, Jobs and Classifications ....... 5
  - The Classification Process .............................................. 5
  - Class Specifications ..................................................... 7
  - Job Titles ................................................................... 9
  - Categories of Supervision Received .................................... 10

**SECTION III - SUMMARY OF RECOMMENDATIONS** .......................... 12
  - Exhibit 2 - List of Recommended Class Specifications ............... 16

**SECTION IV - THE AMERICANS WITH DISABILITIES ACT** .............. 17

**APPENDICES:**
  - Appendix A: The Job Description Questionnaire
  - Appendix B: Recommended Class Specifications
  - Appendix C: Individual Position Classification Allocations
SECTION I - INTRODUCTION

BACKGROUND

This study encompassed approximately 119 positions, in approximately 48 classifications in the Gavilan Community College District’s classified staff group.

This phase of the study was conducted in preparation for job evaluation and a comprehensive salary survey, to ensure that class specifications and individual position allocations are accurate, current, and to ensure compliance with the myriad of relevant codes and regulations.

This report covers the proposed class specifications resulting from the job analysis process, including incorporating the recommendations arising from executive and employee review, and appeals.

STUDY OBJECTIVES

The general goals and objectives guiding the study up to this point have been to:

- Accurately describe all positions according to their duties, responsibilities, and job requirements, to ensure internal equity of the system;

- Prepare new job descriptions to accurately reflect duties and responsibilities currently assigned, and appropriate selection criteria;

- Facilitate understanding and participation by management and employees through orientation sessions, participation in job analysis, and discussion, review and appeal of proposed job descriptions;

- Ensure compliance with applicable federal, state and local requirements, particularly the Americans with Disabilities Act, through the use of job-related, content valid job analysis information;

- Provide the foundation for comprehensive, job content-based compensation survey and point factor analysis.
STUDY METHODOLOGY

The procedures followed in the project to ensure that the above objectives were met were as follows:

(a) Initial meetings were held with the college’s Study Committee to clarify the scope, objectives, approach and products of the study.

(b) Orientation sessions were held to explain the study process and objectives to all employees, answer questions, obtain input, and distribute and explain Job Description Questionnaires (JDQ’s) for employees to complete.

(c) After JDQ’s were completed by employees and reviewed by supervisors and administrators, the consulting staff reviewed and analyzed the JDQ’s prior to scheduling job analysis interviews.

(d) Job analysis interviews were held with nearly 100% of employees to provide the consultant with a better understanding of each job, and to ensure each employee an adequate opportunity for input to the study.

(e) Based on the information obtained through the above processes, the consultants analyzed and evaluated each position, developed draft job descriptions, and prepared a draft report for review by top management.

(f) After review by top management, employee review packages were prepared and distributed to all employees included in the study. Each employee received:

   (1) a personal memo showing their current and proposed titles, and requesting their feedback on the draft job description;

   (2) a copy of the new draft job description; and

   (3) a handout explaining the process, and the nature of job descriptions.

(g) The consultants evaluated each employee’s response to the above, and, as appropriate incorporated employee comments to the specifications, discussed the issues, and/or re-evaluated positions based on the information submitted. Each employee who submitted a comment of any significance received a written response.
The next stages of the process (point factor job evaluation, salary survey, and compensation recommendations) are covered in Volume II of this report.

SCOPE OF THE STUDY

The following exhibit lists the classifications included in the project.

Exhibit 1:
List of Existing Classifications Included in the Study

Accountant
Accounting Assistant
Administrative Secretary I
Administrative Secretary II
Admissions/Student Records Technician
Asst Maintenance Supervisor
Athletic Trainer
Campus Parking Monitor
Campus Security Officer
Career/Transfer Specialist
CDC Assistant Teacher
CDC Food Service Assistant
CDC Teacher
Chemistry/Biology Lab Technician
Computer Hardware/Software Technician
Custodian
Enrollment Management Specialist
Facilities Maintenance Worker
Financial Aid Technician
Groundskeeper/Gardener
Human Resources Technician
Instructional Program Assistant
Instructional Program Specialist
Library Systems Technician
Library Technician
Mobility Aide
Multi-Media Technician
Office Assistant
Payroll Officer
Program Services Specialist
Purchasing Agent
Receptionist
Reprographics Aide
Secretary
Secretary/Facility Use
Senior Library Technician
Senior Program Specialist
Special Education Instructional Assistant
Student Assessment Specialist
Student Services Specialist
Theater Technician
Tutoring Center Specialist
Vocational Instructional Specialist
Warehouse/Inventory Control Technician
EMPLOYEE PARTICIPATION

One of the primary determinants of the success of a project of this nature is the perception, by employees, of fair, systematic, understandable processes and outcomes. While this adds significantly to the timeline for the study, we feel strongly that the improved understanding and acceptance of the study is well worth it.

Toward this end, employees were involved in and informed about the study processes at as many points as feasible, specifically:

- All employees were invited to orientation sessions conducted by the consultants, at which the study procedures were explained, questionnaires distributed for them to complete, and in which a question/answer period was included.

- Each employee was asked to complete a Job Description Questionnaire, describing their currently assigned duties and many other aspects of their jobs.

- Almost every employee was invited to an individual or group job analysis interview with the consultants, lasting from 45 to 90 minutes. In these interviews, their jobs were discussed in detail, and they had the opportunity to surface and discuss other issues relevant to their job's description and compensation.

- Each employee was provided with a draft of the proposed draft class specification and explanatory materials, and asked to comment on the class spec, including recommended edits, or disagreements with the consultants findings and recommendations.

- The consultant responded in writing to each employee who had a question or raised a concern of any significance.

- An appeal process was made available for any employee whose questions, concerns or disagreements were not resolved in the preceding step. Following processing of appeals by the college's committee, the consultant responded to any remaining concerns.
SECTION II - UNDERSTANDING CLASSIFICATION

This section explains various terminology, describes the concepts and titling used in the study, and describes the contents of class specifications and why jobs are described in this manner.

THE DISTINCTION BETWEEN POSITIONS, JOBS AND CLASSIFICATIONS

These three terms are often used interchangeably. However, in the context of this study, each has a distinct meaning, which bears on understanding of the report. As used here,

- A position is that set of duties and responsibilities performed by one person. For example, an Electrician who handles calls in the south half of town represents one position.

- A job consists of one or more positions that perform extremely similar work. So, the Electricians who respectively handle jobs in the south and north halves of town are both in the same job.

- A classification represents a grouping of jobs. Continuing the example, an organization might choose to group their electricians, plumbers, and carpenters into a broad classification of Maintenance Mechanic.

THE CLASSIFICATION PROCESS

Classification can be defined as:

"a systematic process for grouping jobs into common titles based on similarities in duties, responsibilities, and knowledge, skill, and ability requirements."

Position classification focuses on job duties, not on individual capabilities or the performance of the people in the jobs. While performance factors may affect the duties assigned, they are not the proper focus of the classification process.
GCCD CLASSIFIED STAFF COMPENSATION STUDY REPORT VOL. I

In this method, positions are grouped based on standardized, professionally accepted criteria such as complexity, scope and variety of duties and responsibilities; extent and nature of supervisory responsibility; required skills, knowledge and training; contacts with others, and, as appropriate, working conditions.

Position classification is not the same as pay rating. When a position is classified, it is categorized on the basis of the above criteria and then allocated into a class or group of positions. Within a given class:

1. the same title is generally appropriate for all positions,
2. the duties and responsibilities are similar (but not necessarily identical), and,
3. the same basic requirements and tests for hiring apply (although within the broader classifications, additional "subtests" may be used to separate applicants for specialized functions within the class). In many organizations, separate posting and hiring processes may be conducted for subspecialties within a broad classification.

Only after the classification process is completed can the class be assigned to an appropriate salary range.

Position classification provides an effective basis for:

- design of an equitable pay structure,
- systematic recruitment and selection of new job applicants, or the promotion and transfer of employees,
- performance appraisal,
- succession planning,
- the development of training strategies, and
- other personnel processes such as management/employee communications.

In addition to forming the basis for various personnel management process decisions as noted above, a position classification plan can also effectively support systems for administrative and fiscal control. Grouping jobs into classifications facilitates growth
planning, budget analysis and preparation, and a myriad of related tasks.

Classifications may consist of broad groups of jobs, similar in the above described ways, or they may be more narrow, according to the needs of the organization and the structuring of work.

Broad classifications are indicated when:

a) recruitment will be conducted for individuals with general abilities or academic preparation, who learn specific details of the work, department, and/or program on the job; and/or

b) flexibility of assignments is desired for breadth of employee opportunity, or due to regularly recurring changes in work needs (e.g. rotation) or rapidly evolving organizational structures.

Narrow classifications are indicated primarily:

a) when there is a need to recruit for narrow, specialized knowledge and skills;

b) when there will be less time or opportunity for on the job training; or,

c) to provide more detailed recognition of job value differences.

We have made every effort to strike the appropriate balance between the employee and organizational flexibility of broad classes, and sufficient specificity to permit accurate description and compensation of the types of work being performed.

CLASS SPECIFICATIONS

The class specifications contained in Appendix B, are based on information collected from the written questionnaires completed by employees, individual or group job analysis audits, and other information collected in the course of the study. They provide:

- A written record of the work performed by incumbents in the job title.
- Identification of the scope and complexity of the job.
- Information for use in selecting candidates for employment.
The class specifications were written so as to be free of any gender or age bias, and
to encourage the promotion of qualified employees through visible career ladders.

Their elements are as follows:

**Title**: In essence a "micro" description, this should provide a reasonable idea of
the type and level of work performed.

**Definition**: A summary of the primary purpose and responsibilities of the job.
The statement "and to perform related work as assigned" is included in all
definitions, not to unfairly expand the scope of the job, but to cover those
incidental, or new but similar duties which are not necessarily specifically
identified in the Duties.

**Distinguishing Characteristics**: This provides additional information used: 1) to
distinguish this from other similar jobs in the organization, and/or 2) to clarify
the role of the job.

**Essential Duties**: Lists typical examples of duties which are regularly performed
by incumbents in the job title. These are major and/or critical duties, intended
to demonstrate the level and complexity of the work required. This list is not
intended to be all-inclusive or restrictive; rather, it is illustrative. Duties that
were rated by incumbents as minor (i.e. not "essential" from the standpoint of
the Americans with Disabilities Act), but which bear on the definition of the job
have been included in a subsection of the duty section entitled "Other duties".
Where duties were rated as minor, and they did not bear on the definition of the
job, they have generally been omitted.

**Minimum Qualifications** (Required Knowledge and Skills): Lists specific job
knowledge and skills needed to successfully perform the work. These must be
job related, and capable of being validated under the Equal Employment
Opportunity Commission's Uniform Guidelines on Selection Procedures (the
federal regulations developed to implement provisions of Title VII of the Civil
Rights Act of 1964). As such, these are considered the minimum qualifica-
tions. Knowledge (intellectual comprehension) and skill (acquired proficiency),
are sufficiently detailed to provide a basis for the selection of quality employ-
ees.

**Other Requirements**: This section identifies (1) licenses required by law to
perform specific duties of the job, and (2) special terms and conditions of
employment, such as shift work.
Illustrative Education and Experience: This section identifies an illustrative, typical pattern for acquisition of the required knowledge and skills. It is assumed that there are a variety of other ways to acquire the minimum qualifications, and that a variety of substitutions are possible; however, it is not practical to enumerate the multitude of options. Education and experience patterns are recommended at a low level for entry into the competition; it is expected that many applicants will possess higher qualifications, and the organization is free to select the most qualified applicants (subject of course to compliance with applicable laws, codes and regulations).

Physical Requirements: Identifies physical abilities associated with the performance of essential duties. These should not be construed as a list of barriers to employment, but rather key areas in which accommodation might be needed where reasonable, should an otherwise qualified individual with a relevant disability apply (also discussion in the section on ADA).

JOB TITLES

Titles have been recommended with the intent of ensuring consistency and clarity. Generally accepted occupational titles as used in the educational sector have been favored for the primary title wherever possible. Appendages to primary titles have been designed and applied for consistency within the College’s personnel structure as follows:

- I/II: Suffixes roman numeral I and II have generally been used to designate entry and journey levels within a series. This is called a flexibly-staffed series, or flex staffing, and is used for job series involving a significant learning curve; these are often designed levels I and II. Entrance to the series is normally at the I level, and the bulk of work is at the II level. Recruitment is normally at the I level, for applicants who will be trained. However, recruiting should be conducted at the II level whenever a need arises for more experienced candidates, who will require less training.

The I level is considered a training level, and fully satisfactory incumbents can expect to be promoted to the II level after obtaining the required knowledge, skills, abilities, and years of experience. Incumbents performing at a high level may promote early. Promotion should be based on demonstration of qualifications and performance documentation, without returning for reclassification or other authorization. Regulation of such promotions is often administered by the organizations’s human resources department.
Where the learning curve is shorter, academic or other preparation can provide more of the needed skills, or, where other, related classes can provide much of the training that would normally be acquired in a 1 level class, flexible staffing has not been recommended.

- **Senior:** has been used to designate a position with lead responsibilities for other workers, and/or advanced, more technical or difficult duties within a job family or series. Although lead workers may have significant responsibility for assigning, planning and/or monitoring work, they lack the full personnel authorities associated with supervisors. Lead workers also often spend a significant portion of time performing work similar to that of the positions that they direct. When positions are allocated to this level based on advanced complex assignments, it is typically assumed that they are performing, as a majority of job time, duties requiring advanced knowledge and skill not possessed by journey level incumbents.

- **Coordinator:** Positions which direct functional activities, but do not have management and budgetary accountability for a functional area of college operations, are proposed for titling as Coordinator. Generally Coordinator is used where there is no occupational series.

Some employees may prefer to use a more specific working title, for correspondence and business cards, which may be more descriptive than the formal classification title. This may be encouraged where appropriate and approved by the administrator.

**CATEGORIES OF SUPERVISION RECEIVED**

The terminology discussed below has been used to differentiate levels of independence expected, in general, of the job. It is important to bear in mind that these are generalizations based on the scope and nature of the job; individual employees may require significantly more or less supervisory attention depending on their level of experience, knowledge and skill.

**Supervision** - This category is most often used for helper or trainee classifications where it is not initially expected that the incumbent possesses significant job knowledge, and/or the position typically receives detailed instruction on each task at the time of assignment. It may also be used for positions where the nature of the work is such that little variation is expected; in such cases the employee may operate for long periods of time without supervisory contact, but the range of options for work performance and approach is limited.
General Supervision - This category applies to most entry and journey level jobs, where assigned duties involve the exercise of judgment or choice among possible actions, often without clear precedents. The employee may or may not work in proximity to his/her supervisor. Experienced journey level employees may work for extended periods without formal supervisory contacts.

Employees at an entry level usually receive closer supervision, particularly when new; over time, the supervision received is reduced in a continuum fashion as the employee gains experience and proficiency.

General Direction - This category applies to lead supervisory, or advanced technical and professional classes. In these, the nature of the job or the work dictates either a higher freedom to act, a significantly longer period between supervisory contacts, or a necessarily reduced amount of supervisory review and input due to the technical nature of the work.
SECTION III - SUMMARY OF RECOMMENDATIONS

This section presents issues and recommendations, by department or series, for retitling, modifications to job series', and reclassification of individual positions. Where no significant change has been recommended, no discussion is presented.

For a better understanding of the concepts employed, or the titles recommended, see Section II - "Understanding Classification".

ACCOUNTANT SERIES

The position held by Lidia Filice has additional technical duties at a higher level than the journey level accountant concept and is therefore recommended for reclassification to the new classification of Senior Accountant.

CHILD DEVELOPMENT CENTER TEACHER SERIES

The position held by Gloria Rodriguez has been assigned lead supervisory duties, and supervises the CDC in the absence of the director. Therefore, a new class of Senior CDC Teacher is recommended for this position.

CHILD DEVELOPMENT CENTER FOOD SERVICE ASSISTANT

The title "Assistant" is typically employed when another position has primary responsibility for the food service function, which is not the case here. Therefore retitling this to Food Service Worker is recommended.

CHEMISTRY/BIOLOGY LAB TECHNICIAN

Retitling this to Chemistry/Biology Lab Coordinator is recommended. The Technician title implies a support position working under the supervision of a laboratory supervisor. However, in this situation, the incumbent has primary accountability for coordinating lab support for classroom activities, including obtaining materials, specimens and equipment, drafting budget recommendations, and related higher level
ENROLLMENT MANAGEMENT SPECIALIST, INCUMBENT CINDY STARR

As currently used this position is primarily providing performing duties more akin to the Program Services Specialist class than the existing concept for Enrollment Management Specialist. Therefore, reclassification is recommended.

FACILITIES MAINTENANCE WORKER

A flexibly staffed I/II series is recommended for this class, to recognize the significant difference between the entry/training level of performance and the fully experienced level. The College should be free to hire at either level; using the I for an internal career ladder/employee development opportunity when desired, or hiring at the II level when the need is for an experienced employee. The current incumbent would be allocated at the II level, which is perceived as equivalent to the existing classification.

INFORMATION SYSTEMS TECHNOLOGY

Two new information technology classifications were developed during the course of the study to assist with the college’s IT functions: Webmaster, and Senior Computer Hardware/Software Specialist.

INSTRUCTIONAL PROGRAM ASSISTANT AND SPECIALIST

The Instructional Program Assistant and Instructional Program Specialist are currently at the same pay level. Consolidating the two class concepts, which were extremely closely related, is recommended; therefore only one specification has been written. Because they are at the same pay level, and the "Assistant" title would be perceived as a downgrade, using the "Specialist" title is recommended.

Instructional Assistant - Special Education

These positions perform substantially the same duties as other Instructional Assistants, with the exception of focusing on special education student needs. In actuality, all of the Instructional Assistants have an area of specialization, be it math, language, ESL, or special education. Therefore, this classification is recommended for consolidation into the new Instructional Program Specialist class.
Instructional Program Specialist, Luella Jennings, Technology

This position has responsibility for staffing the computer center, drafting and monitoring the center budget, and also performs other duties above the level of the new Instructional Specialist classification. Therefore, creation of a new classification of Senior Instructional Specialist is recommended. One other position is also recommended for allocation to the new Senior level (see Tutoring Center Specialist discussion below).

RECEPTIONIST/SWITCHBOARD/MAILROOM

The current Receptionist position is functioning primarily as a Switchboard Operator and therefore reclassification is recommended. As a result of reorganization of duties, the Switchboard Operator position held by Joan Benevento is functioning as a Mailroom Clerk and therefore reclassification is recommended.

SECRETARIAL SERIES

Four secretarial classifications were included in the study: Administrative Secretary I, Administrative Secretary II, Secretary, and Secretary/Facilities Use.

During the course of the study, a variety of incumbents expressed objection to the term “secretary”, and requested instead the title of Administrative Assistant. Because Administrative Assistant is already in use for a higher level classification, a compromise was proposed, resulting in the recommendation to retitle Secretary to Departmental Assistant, and Administrative Secretary II to Senior Departmental Assistant. Administrative Secretary I is not in use and may be abolished.

The Secretary/Facilities Use performs little secretarial work and is recommended for reclassification to Facilities Use Scheduler.

STUDENT SERVICES SPECIALIST

The two positions in this classification focus on provision and coordination of adaptive and assistive services and equipment for students with disabilities. Therefore, retitling this class to Adaptive Services Specialist is recommended.
THEATER TECHNICIAN

Similar to the situation with the Chemistry/Biology Lab Technician, this single position class bears responsibility, under the direction of the Dean of Liberal Arts and Sciences, for set development and production operations for student and community use of the campus theater. Therefore, retitling this class to Theater Technical Coordinator is recommended. The proposed class specification is attached.

TUTORING CENTER SPECIALIST

Two positions currently comprise this classification. During evenings, it is staffed by incumbent Mashael Brown, and days are covered by incumbent Debbie Roderick. The two positions have in common a number of duties related supervision of students providing tutoring. However, Ms. Roderick also has responsibility for planning and recommending the budget for the center operations, developing policies, and other activity coordination. Because the two positions perform work very similar in intent and requirements to the Instructional Assistant/Specialist series, it is recommended that the position held by Ms. Brown be allocated to the new Instructional Specialist classification, and the position held by Ms. Roderick be allocated to the new Senior Instructional Specialist classification.

VOCATION INSTRUCTIONAL SPECIALIST

Four of the six positions in this class, those held by Nathan Maxey, Kathryn McCormack, Kathy Pritchett and Andre Taylor perform closely related work though in somewhat different settings and circumstances, and are recommended to remain classified as they are.

Two of the positions within this class, those held by Robert Rinck and Margaret Martinez, perform substantially different duties from the other four. Although they have a few duties in common, the similarity is limited. Reclassifying these two to a new classification of Job Developer is recommended, to better reflect the type and nature of their work, and common industry titles for it.

Appendix C lists the recommended classification of individual positions. Positions listing both a name and "vacant" include the last name of the former incumbent.

Exhibit 2 on the following page lists the class specifications, resulting from the foregoing analyses, recommended for adoption by the College.
Exhibit 2:
List of Recommended Class Specifications

Accountant
Accounting Assistant
Adaptive Services Specialist
Admissions/Student Records Technician
Athletic Trainer
Campus Parking Monitor
Campus Security Officer
Career/Transfer Specialist
CDC Assistant Teacher
CDC Teacher
Chemistry/Biology Lab Coordinator
Computer Hardware/Software Technician
Custodian
Departmental Assistant
Facilities Maintenance Worker I/II
Facilities Use Scheduler
Financial Aid Technician
Food Service Worker
Groundskeeper
Human Resources Tech - Confidential
Instructional Program Specialist
Job Developer
Library Systems Technician
Library Technician
Mailroom Clerk
Maintenance Leadperson
Mobility Aide
Multi-Media Technician
Office Assistant
Payroll Officer
Program Services Specialist
Purchasing Agent
Reprographics Operator
Sr Accountant
Sr CDC Teacher
Sr Computer Hardware/Software Tech
Sr Departmental Assistant
Sr Instructional Specialist
Sr Library Technician
Sr Program Services Specialist
Student Assessment Specialist
Switchboard Operator
Theater Technical Coordinator
Vocational Instructional Specialist
Warehouse/Inventory Control Technician
Webmaster

HRC&M
SECTION IV - THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) employment provisions took effect on July 26, 1992. The Equal Employment Opportunity Commission is responsible for its enforcement, and has substantive rule making authority in this regard. Enforcement is modelled on Title VII of the Civil Rights Act of 1964.

The ADA prohibits discrimination against disabled individuals in private and state and local government employment, public accommodations, public transportation, state and local government services, and telecommunications.

ADA has five titles. From a Human Resources standpoint, the primary issues relate to Title I of the Act, which prohibits employment discrimination against qualified individuals with disabilities.

Employment activities covered in Title I include:

"job application procedures, the hiring, advancement or discharge of employees; compensation; job training, and other terms, conditions and privileges of employment".

The Act protects "qualified individuals with disabilities", defined as an individual who satisfies the requisite skill, experience and education requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position without posing a direct threat to the health and safety of the individual or others. The individual must be both disabled and qualified to be protected.

Disability is defined as:

"A physical or mental impairment that substantially limits one or more of the major life activities of an individual; having a record of such an impairment; or being regarded as having such an impairment".

Major life activities in this context includes such things as walking, seeing, hearing, speaking, working, and caring for oneself. Interpretation of the clause "being regarded
as having such an impairment" raises some questions, and extends protection to those perceived as having a disability. For example, in the case of scarring from a burn, there is no physical disability, but the person may be perceived as having an impairment. Similarly, those who affiliate with an HIV positive person may not be discriminated against because of it, under the "being regarded" clause. Communicable diseases are protected by the ADA unless the job in question would facilitate transmission of the disease, thus constituting a direct safety threat.

The Act requires employers to make reasonable accommodations to known limitations. "Reasonable" may be defined in relation to the employer's size, and the proportional burden of cost in relation to it. Reasonable accommodation may include:

- job restructuring,
- making facilities accessible,
- providing assistive devices or modifying equipment,
- modifying work schedules,
- providing interpreters or interpretive devices, and etc.

This has two main implications for a study of this nature: (1) the job description should not reflect minor or non-essential duties; (2) physical elements of the job which may require accommodation need to be identified, in the context of physical activities performed/sensory capabilities used in course of key duties.

The "Physical Requirements" list should be viewed as items which may require accommodation, not as a list of barriers to employment. For example, medical transcriptionists typically operate tape devices using foot pedals. Therefore, their job description would note: "dexterity to operate pedal-controlled transcription equipment". However, an individual lacking foot dexterity might easily be accommodated through the use of a mouth stick control device. It will not be possible to make accommodations for some items on these lists, e.g. when color vision is a requirement to record the results of a lab test, or differentiate emergency annunciator lights which do not have redundant information such as differential positioning.

The ADA does not require the employer to either: (a) pay for unreasonably costly accommodations, which would create an undue hardship for the employer; or (b) anticipate all possible accommodations. Rather, the employer should rely on the applicant requesting reasonable accommodation, and work from there. (Interviewers are reminded not to ask if an applicant has a disability). A typical procedure for this
would involve:

(1) Having the applicant make a written request.

(2) Discussing the request with the applicant to determine the essential functions to which it applies, the type of accommodation requested, and the type of accommodation the applicant feels would be most effective.

(3) Develop alternatives (working with the applicant and/or reasonable accommodation experts).

(4) Evaluate alternatives according to EEOC guidelines, and select the most effective.

(5) Discuss the conclusions with the applicant to see if the applicants feels that the selected accommodations would be effective.

(6) Extend a conditional job offer, require the applicant to provide documentation of protected disability status, and verify through medical examination that the applicant meets the required abilities. (Note: A medical examination may be required of an applicant claiming a disability only if medical exams are required of all applicants). Then a commitment can be made to provide the reasonable accommodation.

Each employee’s Job Description Questionnaire contains rating scales for physical and mental demands, and a linkage to the duties for which these are required. These JDQ’s will be returned upon completion of the classification study, and provide an excellent reference for position data. However, in using these one is cautioned that:

- employees may perceive a task as essential, when in fact it is not, and
- employees may have rated as required a number of physical characteristics which were not supported by further discussion during audits.

Therefore, we re-emphasize the importance of (1) involving the supervisor or manager in evaluating what duties are defined as essential, (2) checking the duties and requirements at the time of the opening, in the event of changes in the job, (3) viewing physical characteristics as items to be accommodated where reasonable, rather than barriers to employment.
APPENDIX A:

JOB ANALYSIS QUESTIONNAIRE
1.0 PURPOSE: Briefly summarize the overall purpose of your position:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2.0 ORGANIZATIONAL CONTEXT

2.1 I report to:  

(name and title of immediate supervisor)

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As do:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2.2 Total number of employees you supervise/manage, directly and through subordinate supervisors: ____________________

2.3 Name and title of employees that you directly supervise:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Name</th>
</tr>
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________________________________________________________________________
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2.4 Describe the work decisions that you make on your own:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

© HRC & M
2.5 What decisions do you refer to your supervisor, or to other departments within the organization?

2.6 How frequently is your work reviewed and what kind of review is provided?

3.0 **EQUIPMENT.** List any machines, equipment, or vehicles you operate in the course of work, and indicate how frequently you operate them. (D=daily, W=weekly, M=monthly, I=infreqently: several times a year or less)

4.0 **CONTACTS.** Other than your supervisor and coworkers, with whom do you have contact in the course of your work, and how frequently? (D=daily, W=weekly, M=monthly, I=infreqently: several times a year or less)

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<th>Title</th>
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5.0 **BUDGET.** Total dollar amount of budget under your control: ____________________________________________

Please break down into capital, operating and personnel budgets: ____________________________________________

5.1 Describe your responsibility for budget expenditures, and control over revenue generation or cost savings:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
6.0 DESCRIPTION OF YOUR WORK. Describe below the work that you perform, starting with your most important duties.

- First number your duties in the # column.
- Skip to the DUTIES column, and describe what tasks you perform, beginning each statement with an action verb.
- Go back to the TIME column, and indicate what percentage of your overall work time you spend performing each duty. If percentages are too difficult, use hours per day, week or month; or, for seasonal duties, show number of days or weeks per year.
- In the FREQ column, indicate how frequently the task occurs, using the following codes:
  SD = several times daily; D = daily; W = weekly; M = monthly; I = infrequently; several times a year or less.
- In the IMP column, identify how important the duty is to your overall job effectiveness, using the following codes:
  C = This task is Critical, and the job is a failure if this task is not performed properly.
  E = This task is Essential, and must be performed properly for job success.
  I = This task is Important, and may have a big impact, but does not necessarily result in failure if not performed properly, e.g. because errors can be corrected.
  M = This task is minor or incidental, and can be performed by others or deferred without major impact.

<table>
<thead>
<tr>
<th>#</th>
<th>TIME</th>
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<th>IMP</th>
<th>DUTIES</th>
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<th>#</th>
<th>TIME</th>
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<th>IMP</th>
<th>DUTIES</th>
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</table>
6.1 Which of your duties do you consider most complex or difficult, and why?


7.0 SENSORY DEMANDS. Indicate which sensory abilities are required in the performance of your job, and:
- In the DUTY column, mark the number(s) of your duty/duties from pages 3 and 4 that require the sensory ability.
- In the FREQ column, show how often you use the sensory ability to accomplish the duty. Use these codes:
  \( SD = \text{several times daily}; \ D = \text{daily}; \ W = \text{weekly}; \ M = \text{monthly}; \ I = \text{infrequently: several times a year or less} \).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>DUTY</th>
<th>FREQ</th>
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  __ SIGHT in order to _____________________________________________________________________________

  __ COLOR VISION in order to _______________________________________________________________________

  __ HEARING in order to ____________________________________________________________________________

  __ SMELL in order to _____________________________________________________________________________

  __ SPEECH in order to ____________________________________________________________________________

  __ TOUCH in order to _____________________________________________________________________________

8.0 PHYSICAL DEMANDS. Indicate which physical abilities are required in the performance of your job, and:
- In the DUTY column, mark the number(s) of your duty/duties from pages 3 and 4 that require the physical activity.
- In the FREQ column, show how often you perform the physical activity to accomplish the duty. Use these codes:
  \( SD = \text{several times daily}; \ D = \text{daily}; \ W = \text{weekly}; \ M = \text{monthly}; \ I = \text{infrequently: several times a year or less} \).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>DUTY</th>
<th>FREQ</th>
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  __ SITTING in order to ____________________________________________________________________________

  __ STANDING in order to __________________________________________________________________________

  __ WALKING in order to ____________________________________________________________________________

  __ RUNNING in order to ____________________________________________________________________________

  __ CLIMBING in order to __________________________________________________________________________

  __ BENDING in order to ____________________________________________________________________________

  __ STOOPING in order to __________________________________________________________________________

  __ KNEELING in order to __________________________________________________________________________

  HAND/FINGER MOVEMENT:

  __ Repeated in order to __________________________________________________________________________

  __ Grasping in order to __________________________________________________________________________

  __ Fine Manipulation in order to __________________________________________________________________

  LIFTING:

  __ Below Waist in order to _______________________________________________________________________

    Ave. # lbs.: ____  Max. # lbs.: ____

  __ Above Waist in order to ______________________________________________________________________

    Ave. # lbs.: ____  Max. # lbs.: ____

  __ CARRYING in order to _________________________________________________________________________

    Ave. # lbs.: ____  Max. # lbs.: ____  Ave. distance: ____ ft.  Max. distance: ____ ft.
8.0 PHYSICAL DEMANDS, continued

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>PUSHING in order to</th>
<th>DUTY</th>
<th>FREQ</th>
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- Ave. # lbs.: ___  Max. # lbs.: ___  Ave. distance: ___ ft.  Max. distance: ___ ft.
- UNUSUAL FATIGUE FACTORS (e.g., wearing heavy protective clothing):

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<tr>
<th>Other physical demands (list and explain):</th>
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9.0 ENVIRONMENTAL CONDITIONS. Indicate which conditions are required in the performance of your job, and:
- In the DUTY column, mark the number(s) of your duty/duties from pages 3 and 4 that relate to the condition.
- In the FREQ column, show how often you perform duties under the condition. Use these codes:
  - SD = several times daily; D = daily; W = weekly; M = monthly; I = infrequently: several times a year or less.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Typical office conditions</th>
<th>DUTY</th>
<th>FREQ</th>
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- Work outdoors

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<tr>
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<th>Exposure to extreme temperatures</th>
<th>DUTY</th>
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- Exposure to extreme weather conditions

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<th>Exposure to toxic/poisonous substances</th>
<th>DUTY</th>
<th>FREQ</th>
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- Exposure to biologic/infectious agents

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<th>Exposure to dust, fumes, and/or allergens</th>
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<th>FREQ</th>
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- Exposure to excessive noise

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<th>Exposure to unpleasant odors</th>
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- Exposure to vermin, insects, parasites etc.

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<th>Work near hazardous/machinery</th>
<th>DUTY</th>
<th>FREQ</th>
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- Work at heights

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<th>Work below ground</th>
<th>DUTY</th>
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- Use protective clothing, equipment, devices, materials

  Identify: _____________________________________________

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<tr>
<th></th>
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<th>Work with hostile, violent and/or offensive individuals</th>
<th>DUTY</th>
<th>FREQ</th>
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Work under pressure from:

- conflicting demands, for ex., ____________________________

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<th>deadlines/time constraints, for ex., ______________________</th>
<th>DUTY</th>
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- crises/emergency situations, for ex., _______________________

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<th>Other environmental conditions (list and explain):</th>
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10.0 JOB REQUIREMENTS

10.1 List the types of skills, knowledge, and experience needed to start on this job:


10.2 Special skills and knowledge typically acquired while on the job:


10.3 List any special licenses or certificates required by law, or by your employer:


11.0 OTHER: Add any item or comment about your present job that you feel has not been adequately covered by other sections of this questionnaire.


12.0 EMPLOYEE CERTIFICATION: All statements made by me on this questionnaire are, to the best of my knowledge, complete and accurate.

SIGNATURE: ___________________________ DATE: __________________

IMMEDIATE SUPERVISOR’S COMMENTS

Instructions: Review the employee’s questionnaire carefully to see that it is accurate and complete. Do not change or alter the employee’s statements or entries in the questionnaire. If you feel that the employee’s description is not accurate, use the spaces provided below to clarify or elaborate on the description. Do not make any comments about the employee's work performance or competence.

Which of the employee’s duties do you consider most important or difficult?
If you had to replace the employee, what qualifications would be most important to you? What would be the minimum educational and experience requirements?

Do you agree with the employee’s description of his/her work and its requirements? Yes _____ No _____
Use this space to add information or clarification to the employee’s questionnaire.

Except as noted above, the employee’s questionnaire is an accurate and complete representation of his/her work.

SIGNATURE ___________________________ DATE _________________
(Print name and title) ____________________________________________

DEPARTMENT MANAGER’S COMMENTS

Which of the employee’s duties do you consider most important or difficult?

Use this space to add information or clarification to the questionnaire, or other pertinent information.

Except as noted above, the employee’s questionnaire is an accurate and complete representation of his/her work.

SIGNATURE ___________________________ DATE _________________
(Print name and title) ____________________________________________
APPENDIX B:
RECOMMENDED CLASS SPECIFICATIONS
ACCOUNTANT

DEFINITION:

Under general supervision, to perform professional accounting work related to the preparation and maintenance of College accounting procedures and records; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is an experienced professional accounting class, in which incumbents are expected to independently perform the full range of accounting duties. This class is distinguished from Senior Accountant which performs more advanced and technical professional accounting.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Reviews accounting documents to ensure accuracy of information and calculations and makes correcting entries;
- Examines supporting documentation to establish proper authorization and conformance with agreements, contracts, and state and federal regulations;
- Prepares and maintains control and subsidiary accounting records involving a variety of transactions and accounts;
- Prepares trial balances and financial reports;
- Prepares journal entries and periodic reconciliations of general ledger, journal, subsidiary accounts, credit card and bank statements;
- Compiles and prepares financial statements, general and subsidiary ledgers and supporting schedules;
- Maintains expenditure and budgetary control accounts;
- Prepares accounts payables warrants and remittance advice for mailing;
- Prepares health benefits and retiree refunds for payment;
- Prepares billings to outside agencies for services provided by the college;
- Maintains a database of bad debt accounts; sends to collection as appropriate;
- Verifies bank deposits, counts coins, cash and checks, ensures all checks are endorsed;
- Using information from human resource documentation, updates and maintains the payroll master file e.g. updating deductions, calculating health and welfare allowance changes, inputting new salary schedule;
- Prepares cash transfers and loans between funds;
- Maintains complete accounting recordkeeping on state, county and other funding sources;
- Performs cost and rate studies and analyzes cost factors;
- Reviews current accounting practices and procedures and recommends modifications and revisions;

HRC&M, Inc.
Conducts internal audits and assists with field audits on an assigned basis.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles and practices of public sector accounting in a college setting.
Fundamental concepts and basic methods of internal auditing.
Systems and methods of budget development, tracking and monitoring.
Accounting systems and procedures; GAAP; GASB.

Skill in:
Preparing and analyzing complex financial documents.
Reading, interpreting and applying complex accounting codes and regulations.
Establishing and maintaining effective working relationships with those contacted in the course of the work.
Working with advanced spreadsheet features and word processing software.
Extracting and analyzing data from accounting system.
Exercising sound independent judgement within established guidelines.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Equivalent to graduation from a four year college or university with at least 15 units in accounting, finance, business administration, or a closely related field and two years of professional accounting experience, preferably in a public agency or education setting.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Manual dexterity to operate keyboards and manipulate papers; speech and hearing to communicate effectively; vision to read text, forms and computer screens. This work is performed indoors in a typical office environment.
ACCOUNTING ASSISTANT

DEFINITION:

Under general supervision, to perform accounts payable, accounts receivable and cash management duties; to provide advanced clerical support in the preparation and maintenance of accounting records and reports; to enter, reconcile and balance assigned accounts; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Positions in this classification may include accounts payable and/or cashiering duties, and may provide assistance to other positions in the department.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Performs accounting support duties in the areas of accounts receivable, accounts payable, and cash management;
- Prepares accounts payable for payment including disbursements for Financial Aid and Associated Student Body, and keeps accurate supporting documentation;
- Processes payments to vendors, staff and others; contacts vendors and others to resolve invoice or other billing problems; reconciles invoices to supporting documentation;
- Receives cash, warrants and checks from revenue sources and records receipt; reconciles and prepares cash for deposit to bank accounts; keeps accurate supporting documentation;
- Disburses, records and deposits various cash and change funds; safeguards from loss; prepares cash boxes; collects, reconciles and deposits cash receipts; identifies control and security issues; and reports discrepancies to the Director of Business Services;
- Distributes warrants of the College for financial aid, payroll and staff reimbursement claims;
  Maintains subsidiary ledgers; audits reports and information; and posts data;
- Prepares and maintains records and reports related to assigned accounting functions;
- Researches and organizes information from a variety of sources to be used in completing forms or in preparing reports;
- Makes arithmetical and financial calculations;
- Provides factual information to the public, students, staff and others;
- Issues staff parking permits and records transactions;
- Proofreads and checks materials for accuracy, completeness and compliance with College policies and regulations;
- Assists department staff as needed for special projects and peak workload periods including preparation of the 1099 Tax forms at year end; provides assistance to independent auditors as needed;
- Performs office support work such as typing, distributing mail, maintaining an inventory

HRC&M, Inc.
of office supplies, answering telephones and maintaining files; serves as backup to other Business Services Office Positions;

- May coordinate and direct the work of paid staff or student assistants.

MINIMUM QUALIFICATIONS:

Knowledge of:
- Principles and practices of bookkeeping and basic accounting.
- Basic business mathematics.
- Cash and budgetary control processes.
- General office and record keeping procedures.
- Security risks and control procedures related to accounting and cash handling.
- The importance of protecting the confidentiality of financial records.

Skill in:
- Producing clear and accurate accounting information.
- Understanding financial documents and reviewing for accuracy, completeness and validity.
- Working independently and making sound decisions and recommendations.
- Understanding and following established operating policies and guidelines.
- Establishing and maintaining effective working relationships with those contacted in the course of work, including students, staff, vendors, board members and faculty.
- Working under pressure and meeting deadlines while also meeting customer needs.
- Using word processing, spreadsheet, accounting and reporting software and data base programs at a competent level.

Other Requirements:

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Graduation from high school and two years work experience handling cash and performing accounts payable duties using a computer based accounting system. Basic accounting classes and an understanding of accounting terminology are desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read handwritten, typed and printed documents, and computer monitor displays; speech and hearing to communicate in person and by telephone; manual dexterity and motor skills to use a variety of office tools, manipulate paper and operate a keyboard; mobility to move throughout the work site; physical ability to sit or otherwise remain stationary at work post for long periods of time; and ability to lift, carry and push up to 50 pounds to transport supplies and files, and to empty coin bags. This work is performed indoors in a typical office environment.

HRC&M, Inc.
ADAPTIVE SERVICES SPECIALIST

DEFINITION:

Under general supervision, to assist DSP&S students and faculty in utilizing adaptive/assistive technology, services and materials to assist students with sensory, physical, learning and other disabilities; to coordinate with DSP&S instructors and Information Technology on implementation and maintenance of adaptive technology; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification functions under the auspices of the DSP&S department but requires knowledge and skill in the areas of both information technology and equipment, and the special needs, requirements and services utilized by individuals with disabilities. Positions in this class work closely with instructors, Information Technology, and DSP&S to coordinate and provide assistive and adaptive equipment and services for students.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides tutoring to students with sensory, physical and other disabilities;
- Assists faculty and program staff in identifying suitable equipment, technology, software, services, and materials for use by specific students, and in the DSP&S High Tech Center (HTC), and provides input to Individual Educational Programs;
- Recruits, evaluates, selects and trains student assistants and others providing American sign language, note taking and other direct student services;
- Provides American Sign Language interpreter services;
- Assists instructor with training of students on assistive devices, other equipment, and software including speech recognition, screen enlargement, and Kurzweil and Wynn scan and read programs; provides assistance to instructors in classrooms, and with grading of papers and other support;
- With assistance of the Information Technology division, maintains and troubleshoots network functions for HTC and DSP&S staff computers; loads operating systems and computer software on computers; maintains and troubleshoots computers; provides liaison with the IT division regarding adaptive/assistive information technology;
- Scans and formats text for blind students, transposes to Braille using Duxbury software, and prints Braille on embosser; transcribes papers;
- Coordinates on-campus transportation for DSP&S students, scheduling, and maintenance of equipment;
- Provides direct services to students such as American sign language interpretation, reading tests, transcribing papers, mobility assistance, etc.;
- Researches software and obtains pricing information on equipment purchases;
- Researches and prepares brochures and related materials regarding specific disabilities;

HRC&M, Inc.
Classified Job Description: Adaptive Services Specialist, Page 2

- Moves and arranges furniture and computer equipment in the HTC;
- Evaluates and recommends modification of assistive devices for specific students needs;
- Orders and maintains inventory of materials and supplies;
- Prepares and maintains a variety of records, correspondence and other written materials.

MINIMUM QUALIFICATIONS:

Knowledge of:
Limitations imposed by various sensory, physical, learning and other disabilities.
Capabilities and use of adaptive and assistive equipment, hardware and software.
Basic installation, maintenance and troubleshooting of network, operating and application hardware and software.
Techniques for working with and accommodating individuals with disabilities.
College level mathematics and English grammar, spelling and punctuation.
Methods of tutoring and providing instructional assistance.
American Sign Language.

Skill in:
Setting up, troubleshooting, using and providing training in adaptive/assistive equipment, hardware and software, including multi-media applications.
Establishing and maintaining effective working relationships with those contacted in the course of the work, including instructional staff and students with disabilities.
Tutoring students with disabilities in college level academic subjects.
Researching and evaluating assistive software, tools and equipment.
Preparing clear and concise written materials, records and files.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; specified positions must be certified in American Sign Language interpretation.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree in computer science, special education, or a closely related field, and previous experience working in either adaptive information technology applications, or disability accommodation services.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read computer screens, text and other materials; color vision to differentiate wiring and interpret diagrams to visually impaired students; speech and hearing to hear and translate lectures and other information, and regular communication; manual dexterity to operate a variety of tools, equipment and computers; physical strength and mobility to assist disabled students with mobility, and install and arrange furniture and equipment. This work is performed in indoor and outdoor settings including exposure to inclement weather.

HRC&M, Inc.
ADMISSIONS/STUDENT RECORDS TECHNICIAN

DEFINITION:

Under general supervision, to perform a variety of technical and office administrative duties in support of the registration and student records functions; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Reviews and processes student applications and other documentation for admission and registration to the College; ensures information is complete and in compliance with federal, state and College guidelines, including INS;
- Explains, interprets, applies and enforces rules, policies, procedures and requirements to students, faculty and staff in person and by telephone, including INS;
- Interviews students to gather information used in determining eligibility, including collection of information necessary to determine admissibility of nonimmigrant students;
- Monitors students for progress toward graduation, required units, changes in programs etc., through the matriculation process; reviews and evaluates transcripts and applications, tracks receipt of required documents, and assembles and maintains student files;
- Collects, verifies, inputs and maintains a variety of data including that required for compliance and student records such as INS documents, health insurance, grades, personal information, delinquency fees, class registrations and attendance; generates and prints reports;
- Collects and enters fees, and gives receipts; balances funds each day and deposits funds into a business office account;
- Determines matters such as residency and refund requirements; completes forms to request visa status for nonimmigrant students;
- Processes reservations for placement tests and entry orientation, including required tests for admitted foreign students; publishes and distributes schedules and notifies students of results; composes letters;
- Conducts on-line and mail in registration for both regular and special classes;
- Maintains and updates large computer databases;
- Prepares and distributes reports, and informational and processing documents such as class lists, census forms, grading forms and related materials;
- Collects, tabulates, catalogs and files all permanent student records; prepares, updates modifies and corrects transcripts using information from faculty, microfilm, hard copy documents and history databases;
- Conducts degree audits, evaluates transcripts for certificate and degree requirements, monitors probation and dismissal lists and verifies calculations;
- Advises foreign students on INS requirements for admissions, employment, social security numbers, visa changes, attendance, etc.; notifies INS of changes in student

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status; responds to inquiries from foreign countries regarding Gavilan’s programs, majors and requirements;
• Maintains security and confidentiality of official student records in accordance with federal, state and College guidelines;
• Works with information services to propose, update and test new reports and student records software and programs;
• Attends informational workshops, conferences and meetings, including those covering nonimmigrant students, to maintain current knowledge;
• Performs general office support duties such as typing, filing, reception, answering telephone calls and scheduling appointments; operates standard office equipment;
• Works with Public Relations Department to manage preparations for the graduation ceremony;
• May train and direct the work of student and temporary workers.

MINIMUM QUALIFICATIONS:

Knowledge of:
Federal, state and College rules, regulations and policies relating to college registration and student records, including non-immigrant students.
Use of database, word processing and spreadsheet programs, and operation of office equipment.
Record keeping practices and procedures.
Standard office practices and procedures including filing.
Business arithmetic, including percentages and decimals.
Correct English usage, including spelling, grammar and punctuation.

Skill in:
Learning and retaining many detailed rules and procedures.
Entering data into and reporting from large databases, using specialized programs.
Interviewing applicants to obtain detailed personal information.
Establishing and maintaining files.
Interpreting and applying federal, state and college regulations and guidelines pertaining to student records and college admissions.
Establishing and maintaining effective working relationships with persons of diverse socioeconomic backgrounds.
Handling stressful situations, occasionally involving angry or frustrated individuals.

Other Requirements:
Specified positions within this class may require certification of bilingual skills.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and two years experience in responsible clerical work including detailed record keeping and public contact; experience in an academic

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institution is desirable.

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

Vision sufficient to view computer screen and read documents; standing, walking and bending to assist students at counter and retrieve files; manual dexterity to operate computer and write; may require some lifting up to 50 pounds; duties are performed under deadlines, time constraints and with conflicting demands. This work is performed indoors in a typical office environment.
ASSISTANT CDC TEACHER

DEFINITION:

Under general supervision, to provide care and supervision of young children; to serve as a model teacher and participate in laboratory class experiences of child development students; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Assistant CDC Teacher is distinguished from CDC Teacher in that the latter class has greater accountability for planning, developing curriculum and managing the classroom.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Cares for the children and provides for their safety and well-being according to each child’s individual needs;
- Implements a developmental program of educational activities for infants through preschool age children;
- Instructs children, individually and in small groups, and supervises play and learning activities in the center and its playground;
- Works with teaching staff to help each child develop to his/her potential;
- Assists children with feeding and personal care, personal hygiene and manners, including toilet training, diapers, handwashing etc.; provides individual assistance and care to infants;
- Ensures a stimulating, healthy and safe environment;
- Makes daily observations of the children’s health, and reports to the teacher any condition needing attention;
- Maintains assigned progress records of the emotional, physical, social and intellectual development of the children;
- Models effective classroom skills and behavior to adult child development students;
- Participates in staff planning meetings and conferences;
- Attends and participates in parent group meetings; communicates individually with parents regarding activities and incidents;
- Assures that equipment and materials are accessible and in good condition to encourage maximum use by children;
- Attends and participates in meetings and workshops;
- Helps plan and arrange special events such as theme parties and field trips;
- Moves and arranges furniture and equipment for various activities; assists with laundry and other activities to maintain the center in sanitary and pleasant condition;
- Operates office and audio-visual equipment, and performs related office support tasks;
- Assists in the completion of the annual self-review, the CMR and CCFP reviews, and

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other regulatory activities;

• Provides routine and emergency first aid.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principals of early childhood growth, development and education.
General Needs and behavior of children from various ethnic, racial, cultural, economic, social
and religious backgrounds.
Techniques and methods of first aid.
Health, safety, and nutritional requirements of children ages birth to five years old.
Materials and equipment used in group settings for children.

Skill in:
Establishing warm and supportive relationships with children on a group and individual basis,
gaining their confidence and trust and imparting a sense of security.
Providing a variety of stimulating experiences for children to meet their individual intellectual
and emotional needs.
Recognizing and reporting symptoms of illness or abnormality.
Accepting and profiting from supervision.
Developing and maintaining working relationships with preschool students, their parents, staff
and adult students.

Other Requirements:
12 units of Early Childhood Education and Child Development courses that meet the guidelines
for an child development associate teacher permit; must be able to pass fingerprint clearance,
physical and tuberculosis test; must be able to complete and maintain current certification in
CPR, First Aid, Health and Safety course; specified positions within this class may require
certification of bilingual skills.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge
and skill is a combination of education and experience equivalent to:

High school diploma and at least one year experience in a child development center; or
one full year of training at an accredited college or university or Child Development
Associate (CDA) Credential, including core classes required per the State Department
of Education Child Development Matrix.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Speech to instruct, direct and communicate with children staff and parents; hearing to monitor
center activities and for normal communication; vision to read text and computer screens, and
to monitor and observe; mobility and flexibility to supervise, interact with, instruct and lead
activities for children; lifting up to 50 pounds to comfort and control children; running to control

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and retrieve children; manual dexterity to demonstrate object manipulation and lead instruction involving manual skills; working in exposure to bodily fluids and bacterial contamination. This work is performed indoors and outdoors in a child development center with an outdoor playground and on field trips.
ATHLETIC TRAINER

DEFINITION:

Under general supervision, to develop and implement health services for the care and prevention of injuries to student athletes; to administer first aid and emergency medical care; to administer rehabilitation of injuries; to teach within the physical education curriculum; to serve as the college's athletics equipment manager; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Oversees, directs and schedules the activities of athletic trainers and athletic training interns; recruits, guides, trains and evaluates trainers and interns in the performance of their duties;
- Receives and reviews student health history records and informs faculty of health problems; maintains formal, confidential student health records;
- Coordinates and assists physician with pre-participation screening exams of athletes;
- Counsels students with health or injury problems and makes referrals to health agencies; decides, in absence of team physician whether an athlete is medically able to participate in practice and/or return to competition;
- Identifies, prescribes and treats athletic related injuries and returns athletes to the field of competition as soon as is safe;
- Reviews athletic insurance coverage and assists student athletes in the correct submission of insurance forms; completes medical insurance forms;
- Maintains medical usage records and prepares simple reports; maintains accurate and detailed injury and treatment reports;
- Responds to medical emergencies on campus, administering first aid and/or C.P.R. as required;
- Acts as athletic trainer for team practices and athletic events; instructs about aspects of injuries, reconditioning and nutrition;
- Assists with preparation of written policies and procedures regarding emergency management, treatment and reconditioning of injured athletes
- Tapes and otherwise prepares student athletes for sporting events;
- Administers the use of rehabilitation equipment such as ultrasound, whirlpool, electric stem and physical therapy treatments, and operates related therapeutic modalities;
- Supervises the use of training equipment; maintains the training area and treatment room in a clean, sanitary and orderly condition;
- Travels to athletic events with groups representing the college;
- Assists in budget development, recommends and administers functional budgets for first aid supplies and equipment;
- Serves as athletic equipment manager; purchases, repairs and maintains supplies and equipment; maintains an accurate inventory of all athletic training room supplies and

HRC&M, Inc.
Classified Job Description: Athletic Trainer

Page 2

equipment; maintains first aid kits and supplies;
- Inspects playing fields and athletic equipment; notes and reports health and/or safety hazards;
- Performs basic clerical duties, including posting, filing and answering the telephone;
- Develops and maintains cooperative and effective working relationship with others including athletes, athletic trainers, coaches, parents, physicians and health center personnel; facilitates communication among parties;
- Reads, interprets, applies and explains rules regulations, policies and procedures related to athletic training and health services.

MINIMUM QUALIFICATIONS:

Knowledge of:
Types and symptoms of athletic injuries, their prevention, care, treatment and first aid methods.
Policies, procedures and objectives of physical education and athletic programs.
Techniques and practices of training and providing work direction to trainers and student interns.
Advanced principles of anatomy and physiology.
Broad understanding of the legalities related to student athletics.
Repair, maintenance and inventory of athletic equipment.
Methods, practices, terminology and techniques used in athletic training activities including the prevention of injuries and use of physical therapy equipment.
Basic safety practices and principles.
Rules and regulations applying to safe equipment operation, medical scope and limits of authority.

Skill in:
Identifying, prescribing and treating athletic injuries.
Understanding and carrying out written and oral directions.
Applying various types of therapeutic treatment, equipment and conditioning programs.
Using athletic training and physical therapy equipment with proficiency.
Communicating effectively with coaches, student-athletes and administrators the needs of the injured student-athletes.
Working with and relating to several different medical entities; working with physicians, hospitals, clinics, insurance companies and maximizing use of time.
Operating a personal computer using word processing and database programs, a calculator and Standard office equipment.
Basic record keeping and report writing.
Establishing and maintaining cooperative and effective working relationships with students, staff and the general public.
Interpersonal communications, using tact, patience and courtesy.

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record; first aid certificate; CPR certificate; pursuant to bylaw 9.2.3 of the California Community College HRC&M, Inc.
Commission on Athletics, must possess a Certification, recognized by the National Commission on Health Certifying Agencies and the American Medical Association, as an Athletic Trainer.

**ILLUSTRATIVE EDUCATION AND EXPERIENCE:** A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

- Bachelor’s degree with major coursework in health services, physical therapy or a closely related field, and one year of experience as a health services technician or athletic trainer.

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

- Sitting, standing to supervise home contests, perform training room activities and administration; walking from training rooms to fields or gym; running in response to emergencies; climbing, bending, stooping to operate equipment, assess and treat injuries, and access supplies; hand/finger movement sufficient to type, treat injured athletes, operate and handle equipment; and lifting up to 200 pounds. This work is performed indoors and outdoors in a variety of weather conditions.
CAMPUS PARKING MONITOR

DEFINITION:

Under general supervision, to patrol assigned area of the campus to enforce parking and traffic rules and issue citations; to perform basic security monitoring of grounds and facilities; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This class is distinguished from Campus Security Officer in that the latter focuses on security patrol and protection of persons and district property. This class has responsibility for enforcement of campus ordinances governing parking of vehicles. Although related to law enforcement this class does not carry firearms, and is not empowered to take violators into custody. Incumbents typically work an assigned shift according to established practices and procedures.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Patrols assigned areas of the campus to observe auto, motorcycle, commercial and other vehicle violations of College parking rules and vehicle code laws;
- Issues citations for permit violations, improper use of specially designated or timed zones or lots, improper parking such as parking in crosswalks or sidewalks, improperly parked motorcycles, parking in preferential areas, and similar violations;
- Completes information on citations including code sections violated, time, date and location of offense, vehicle license plate number and or vehicle identification number;
- Answers questions from students and the public regarding parking and related traffic laws and the location of campus buildings and facilities; occasionally deals with hostile and irate parking offenders;
- Reports unusual or suspicious circumstances;
- Assists with traffic or crowd control after campus activities;
- Maintains basic records such as behavior by students or the public, parking meter service, etc.;
- Checks operational condition of motor vehicles and performs routine operator maintenance such as filling the gas tank, checking and adding oil; and reporting the need for vehicle repair;
- Maintains the parking meters, performs limited repairs and removes coins; may order parts and supplies.
MINIMUM QUALIFICATIONS:

Knowledge of:
Campus rules and regulations governing traffic and parking.
Safe work methods and safety regulations, including driving habits.
Basic record keeping practices.

Skill in:
Operating a motor vehicle safely while observing parking violations and conditions.
Dealing tactfully and effectively with those encountered in the course of the work, including hostile and irate individuals.
Writing clear and concise citations.
Understanding and following oral and written instructions.
Reading, interpreting and applying parking rules and regulations.
Using sound independent judgment within established procedures and regulations.

Other Requirements
Must possess a valid California driver’s license and have a satisfactory driving record. Must be willing to work weekend, holiday and off-hour shifts.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and one year of experience involving contact with the public. Parking enforcement experience is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are: Sufficient physical agility and mobility to perform extensive foot patrol; manual dexterity to use basic hand tools and write citations; sitting to complete paperwork; lifting up to 25 pounds to remove and carry coins from parking meters and handle vehicle battery. This work is performed outdoors in a variety of weather conditions.
CAMPUS SECURITY OFFICER

DEFINITION:

Under general supervision, to patrol campus buildings, facilities and grounds, ensuring the security and safety of property and persons; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Responsibilities of this class include individual patrol of the campus to ensure the security of all facilities, buildings, grounds, staff, students and the public during an assigned shift. The Incumbents are not sworn peace officers and do not carry a firearm, but are empowered to make arrests under Section 830.7(b) of the Penal Code.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Patrols the campus grounds, buildings and facilities during an assigned shift, following an established route; ensures the security and safety of property and persons; patrols on foot as well as by vehicle;
- Identifies intruders, recognizes safety violations and controls access to the campus;
- Ensures that doors and gates are locked after the close of the day’s activities; arms and disarms burglar alarms; locks and unlocks buildings and facilities; identifies malfunctioning locks and calls locksmith;
- Investigates and reports unusual, suspicious or dangerous circumstances; and removes safety hazards; looks for and reports to appropriate supervisor any unsafe conditions;
- Enforces campus traffic and parking regulations as well as federal, state and local laws pertaining to the campus environment;
- Issues citations and may make arrests in specific situations; evaluates situations and decides when to contact outside law enforcement, arrest an individual or involve other Campus authority;
- Takes complaints from faculty, administrative staff, students and the public; investigates complaint, reports outcome, and communicates information to parties involved;
- Communicates and cooperates with representatives of local law enforcement and fire agencies;
- Assists in traffic and crowd control for campus events and activities;
- Assists with campus emergency situations, such as bomb threats, alarms or accidents; administers first aid or CPR as required;
- Responds to the intrusion of wild or stray animals on campus; writes and posts bulletins; and contacts authorities;
- May testify in court regarding an incident or emergency;
- Maintains logs and records, and prepares incident reports;
- Maintains motor vehicle in a clean and orderly condition; reports the need for repair;

HRC&M, Inc.
• Maintains and repairs parking meters including transferring coins to business office.

MINIMUM QUALIFICATIONS:

Knowledge of:
Basic law enforcement and security patrol principles and practices.
Interpretations of federal, state, local laws and ordinances as applied to campus environment.
Traffic and parking rules and regulations.
Basic record keeping and report writing practices.

Skill in:
Independently patrolling campus grounds and facilities.
Recognizing unusual, dangerous or emergency situations and taking appropriate action.
Handling unpredictable or tense situations which may involve aggressive, angry or mentally ill individuals.
Understanding, interpreting and applying various rules, ordinances and laws.
Exercising sound independent judgment within established guidelines.
Maintaining accurate records and preparing basic reports of a quality that can be presented in court.
Establishing and maintaining effective working relationships with those contacted in the course of the work including individuals from various ethnic and socioeconomic groups.
Handling the physical demands of an active, outdoor job.
Performing basic first aid and CPR.
Performing multiple tasks and conflicting demands.

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record; must have certificates for any special equipment carried, such as baton, handcuffs or pepper spray; must be willing to work weekends, holidays and off-hour shifts and be willing to work out of doors in all weather conditions; must obtain first aid and CPR certificates prior to completion of probation.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school, and two years of security patrol experience. College coursework in law enforcement, administration of justice or criminology may be substituted for the experience on a year for year basis.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Strength and agility to perform foot patrol and law enforcement duties; sight and color vision to patrol, observe and describe; hearing for perceiving alarms and accidents; speech and hearing for communicating, instructing and reporting; smell to detect fumes and hazards; mobility and

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agility to patrol in a variety of settings and respond quickly and effectively to situations; manual dexterity for writing, typing and using hand tools; lifting up to 40 pounds to move barricades and equipment. This work is performed outdoors in a variety of weather conditions.
CAREER/TRANSFER SPECIALIST

DEFINITION:

Under general supervision, to implement, coordinate and provide transfer and career development services to students and campus community members; to assist in monitoring and maintaining the career/transfer center budget; to coordinate special events related to career and transfer services; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is a single position classification providing services to students and others in the areas of career exploration, and articulation, application and other matters related to transfer to baccalaureate institutions.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Directs and assists students in the processes of transfer, application to baccalaureate institutions, and articulation agreements;
- Works closely with baccalaureate colleges, vocational schools and others to coordinate visits and services for transfer-directed students;
- Directs and assists Gavilan College students, high school students and others in career exploration, use of career guidance software and resources for school and career research, and application of assessment and testing results to career and college decisions;
- Refers students to other relevant campus resources including instructional and student services areas; coordinates closely with resource/referral/services on campus and at other colleges;
- Coordinates and implements special events including Transfer Day/College Fair, and Career Day, including arranging presenters/exhibitors, advertising, recruiting attendance, and all logistics;
- Obtains and maintains materials for the career and transfer center library;
- Initiates, schedules and coordinates special workshops and assistance from/for faculty and others to assist students in preparing for transfer;
- Identifies needs and provides specialized transfer support services to targeted student populations;
- Develops and implements marketing programs to inform students of program services, developing materials, placing advertisements, and making presentations;
- Supervises, trains and evaluates student assistants;
- Monitors budget expenditures and makes fund transfers as approved;
- Attends and participates in a variety of expositions, committees, and meetings;

HRC&M, Inc.
Classified Job Description: Career/Transfer Specialist, Page 2

- Maintains records and prepares reports;
- Provides clerical/office support including maintaining supplies, reception, telephones, duplicating, mail and related.

MINIMUM QUALIFICATIONS:

Knowledge of:
Basic principles, practices and resources used in career development including application of assessment results to career exploration.
Methods, policies and software for inter-college course articulation.
Business arithmetic and budget tracking.
Campus, baccalaureate institution, and community resources for students as pertains to career/transfer center activities.
English grammar, spelling and punctuation.

Skill In:
Assisting students and others in career exploration and transfer processes.
Coordinating with faculty, student services, other colleges and other agencies on transfer and career matters.
Preparing and maintaining a variety of reports, records, logs and forms.
Collecting, organizing, and analyzing data, information and resource materials.
Planning and coordinating major events including presenters, exhibitors, scheduling and logistics.

Other Requirements:

Must possess a valid California driver’s license and have a satisfactory driving record; must be able to work outside of normal work hours for special events.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree with major course work in career development, counseling or a related area, and two years of experience in career planning, articulation, or a closely related area.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Speech and hearing to give and receive instructions, information and presentations; vision to read text and computer screens; manual dexterity to use standard office equipment. This work is performed primarily in an indoor setting.

HRC&M, Inc.
CHEMISTRY/BIOLOGICAL SCIENCE LABORATORY COORDINATOR

DEFINITION:

Under general direction, to prepare and organize materials and equipment for Biology and Chemistry labs; to dismantle and clean up lab materials; to order, grow, collect, maintain inventory, and maintain records of supplies, equipment, cultures and specimens; to assist in annual budget planning and tracking for the labs; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification requires technical understanding of the principles and procedures of specific laboratory class activities, and administrative skills to order, assist in budgeting for, and maintain inventory and records of lab supplies, equipment, specimens, cultures and materials, used in chemistry, biology, zoology, anatomy, botany, and ecology labs including nursing program labs. This class is responsible for the safe storage, use and disposal of hazardous and infectious materials used in laboratory classes.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Prepares, sets up and organizes materials and equipment for Biology and Chemistry labs including calculating, measuring, mixing, dispensing and labelling chemicals and reagents, assembling equipment and other materials for class use, and preparing media and microbial agents; sets up lab experiments for classroom demonstrations;
- Reviews syllabi and textbooks, and discusses lab class needs and experimental procedures with instructors to determine needed preparation and supplies, and improve student learning; assists with practicums;
- Dismantles and cleans up lab materials and equipment including cleaning of glassware, equipment, and lab surfaces, proper disposal of hazardous and infectious materials, and restocking;
- Recommends equipment, supply and materials costs for annual lab budget; maintains financial records of eleven accounts used by Biology and Chemistry departments;
- Orders and receives all supplies and equipment required for labs; purchases local supplies as authorized; schedules and requisitions service for equipment and cadaver disposal;
- Maintains inventory of chemicals, equipment and supplies, including MSDS records;
- Maintains and grows live plants; maintains aquaria, terraria, bacterial and fungal cultures; collects wild specimens such as fungi, flowers, and plants; processes specimens;
- Autoclaves and sterilizes microbial media contaminated with infectious agents and maintains records of use, and sterilization procedures;
- Calibrates and makes minor repairs to equipment as needed;
- Assists students with lab related items and special projects;
- Tracks and posts lab classroom schedule and usage;

HRC&M, Inc.
Classified Job Description: Chemistry/Biological Science Laboratory Coordinator
Page 2

- Prepares hazardous materials for disposal by proper labelling and packaging;
- Maintains a variety of logs, records and files including hazardous materials, inspections, and related matters;
- Serves on various committees such as health, safety, facilities and grounds, to represent laboratory needs and issues;
- Maintains current knowledge of laboratory procedures and principles and practices of chemistry and biology;
- Provides limited office support.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles and practices of chemistry, biology, botany, mycology, zoology and anatomy as relates to laboratory activities, supplies, cultures and specimens.
Laboratory equipment, instruments and procedures.
Safe handling, storage, use, labelling and disposal of hazardous materials and infectious agents.
Mathematics and measurement related to laboratory work including stoichiometry.
Basic administrative procedures and practices including inventory, basic budgeting, purchasing, vendor contracts for supplies and repairs, and related.

Skill in:
Identifying necessary equipment, supplies and instruments for student laboratory activities.
Planning annual needs, requisitioning, receiving storing, inventoring, storing and issuing laboratory materials, supplies and equipment; maintaining basic budget records.
Preparing chemicals, reagents, and media to exact specifications.
Assembling, operating, cleaning and repairing laboratory equipment and apparatus.
Safely handling, using, storing, sterilizing, and disposing of hazardous materials and/or infectious agents.
Establishing and maintaining effective working relationships with instructional staff and students.
Problem solving and analysis to improve laboratory success and student learning.
Training and supervising student assistants.

Other Requirements:

Must possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of an Associate of Arts degree with major coursework in chemistry, biology or a related laboratory science, and three years of experience in laboratory operations.

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PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision and color vision to identify compounds, reactions and specimens, and read texts, instructions, lab equipment, meniscus, and labels; sense of smell to identify/detect status of substances, specimens and hazardous conditions; hearing for normal communication and to monitor laboratory situations; strength to lift up to 40 pounds; manual dexterity to operate laboratory instruments and delicate measuring/culturing equipment; lifting, stooping and climbing to store, retrieve, set up and dismantle lab equipment and materials; work in exposure to odors, hazardous chemicals, fumes, biological/infectious agents, and vermin, insects and parasites. This work is performed primarily indoors in laboratory and classroom settings.
CHILD DEVELOPMENT CENTER TEACHER

DEFINITION:

Under general supervision, to plan and provide early childhood curriculum for children in laboratory pre-school or infant-toddler classes; to serve as a model teacher and participate in laboratory class experiences of child development students; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This class is responsible for the safety and well being of pre-school and infant/toddler age children while providing developmental and educational opportunities to the children. This work occurs in a child development laboratory class setting within the Child Development Center. This class is distinguished from Senior CDC Teacher which assists in supervision and direction of the Child Development Center.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Designs, plans and implements developmentally and age appropriate curriculum for a diverse population of children from various racial, ethnic, cultural, economic, social and religious backgrounds; designs and develops learning materials;
- Prepares and presents activities involving areas such as music, perceptual motor skills, health education, science, creative arts, social studies and language arts;
- Instructs children individually and in small groups, and supervises play and learning activities in the Center and its playground;
- Conducts entry assessments, health checks and on-going developmental evaluations of children;
- Consults, confers and collaborates with certificated faculty to plan curriculum that fulfills each individual child’s developmental needs;
- Ensures that safe and sanitary procedures and practices are maintained;
- Documents incidents and each child’s daily behavior and activities; confers with parents, faculty and staff regarding child’s needs and behavior;
- Models effective behavior, including teaching and classroom management techniques to adult child development students, and assigns and monitors their work with children;
- Directs adult students in developing effective relationships with children;
- Assists children with feeding and personal care, personal hygiene and manners, including toilet training, diapers, handwashing etc.;
- Moves and arranges furniture and equipment for various activities; assists with laundry and other activities to maintain the center in sanitary and pleasant condition;
- Maintains children’s records and prepares reports;
- Provides routine and emergency first aid;

HRC&M, Inc.
Classified Job Description: CDC Teacher
Page 2

- Operates office and audio-visual equipment;
- Participates in staff and planning meetings and workshops;
- Ensures compliance with licensing requirements, assists in completion of the annual self-review, the CMR review, CCFP review, and other regulatory requirements;
- Plans and arranges special events such as theme parties and field trips.

MINIMUM QUALIFICATIONS:

Knowledge of:
Theories and principles of early childhood growth, development and education.
Techniques, methods, equipment and materials used in pre-school and infant-toddler instruction.
General needs and behavior of children from various ethnic, racial, cultural, economic, social and religious backgrounds.
Health, safety and nutritional requirements of pre-school and infant-toddler children.
Techniques and methods of first aid.
Fundamentals and practices of behavior modification and positive discipline.

Skill in:
Assessing and evaluating child development.
Modeling exemplary teaching behavior and techniques.
Teaching and caring for pre-school and infant/toddler children and planning, organizing and directing their activities.
Establishing and maintaining effective working relationships with CDC children, their parents, adult students and staff.
Assigning, directing and monitoring the work of adult students in the laboratory class.
Understanding, implementing and giving oral and written instructions.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; must possess a valid California Children’s Center Instruction or Child Development Center Teacher permit; must be able to pass fingerprint clearance, physical and tuberculosis test; must be able to complete and maintain current certification in CPR, First Aid, Health and Safety course; specified positions within this class may require certification of bilingual skill.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

At least 24 college credits in early childhood education or child development, including core classes required per the State Department of Education Child Development Matrix, plus 16 general education units to meet teaching permit requirements; and two years of experience as an instructor of pre-school or infant/toddler children.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

HRC&M, Inc.
Speech to instruct, direct and communicate with children, staff and parents; hearing to monitor center activities and for normal communication; vision to read text and computer screens, and to monitor and observe center; walking, standing, stooping, kneeling and climbing to supervise, interact with, instruct and lead activities for children; lifting up to 50 pounds to comfort and control children; running to control and retrieve children; manual dexterity to demonstrate object manipulation and lead instruction involving manual skills; working in exposure to bodily fluids and bacterial contamination. This work is performed indoors and outdoors in a child development center and on field trips.
COMPUTER HARDWARE/SOFTWARE TECHNICIAN

DEFINITION:

Under general supervision, to provide technical support to end-users of stand-alone and network application programs and computers; to install, configure, maintain and repair computers, software, peripheral equipment and telecommunications equipment; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from Senior Computer Hardware/Software Technician which performs the more advanced and difficult computer hardware and software duties.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Maintains computer network for campus plus all satellite sites; keeps personal computers, servers, hubs, routers and shippers running; operates a Hewlett Packard 3000 mini computer and makes sure staff and faculty users are able to access information from it;
- Installs, operates, maintains and repairs computer systems, components and telecommunications equipment; makes sure computer applications function properly to communicate with each other;
- Seeks assistance from vendors or technical experts to solve complex problems;
- Plans, schedules and performs user support responsibilities such as scheduled maintenance and service of equipment;
- Recovers networks, systems or equipment when they fail or malfunction;
- Installs, rebuilds and relocates computer laboratories as required; connects computers and peripheral equipment; tests to make sure they are operating and networking properly;
- Handles help desk functions; receives and logs repair calls; resolves problem or forwards to appropriate individual for action and tracks until resolved;
- Prioritizes customer service demands, explaining and resolving problems quickly and efficiently;
- Keeps records, maintains documentation and handles correspondence;
- Maintains knowledge of new and evolving technology as it supports College applications;
- Works in a multitasking environment; managing multiple, conflicting priorities;

MINIMUM QUALIFICATIONS:

Knowledge of:
- Current computer, network and telecommunications equipment.
- PC and Macintosh desktop environments and operating systems.

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Commercial software packages and operating systems.
Information systems technology concepts and terms.
Computer hardware peripherals.
Methods and procedures used to install, repair and maintain computer equipment.
Help desk technical customer support.
Technology and product information sources and networks.

Skill in:
Understanding user needs and communicating technical information to non-technical personnel.
Installing operating and maintaining computer equipment.
Describing operational problems with equipment and coordinating troubleshooting and repairs with vendors.
Working effectively with outside vendors.
Handling conflicting demands, time constraints and multiple priorities
Organizing equipment and following maintenance schedules.
Responding to emergency system and equipment failure.
Help desk responsibilities.
Establishing and maintaining effective working relationships with those contacted in the course of work.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Community college degree or certificate in computing; A+ industry certification; and two years of technical and user support experience.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read printed material and computer screens; color vision to differentiate wiring and electronic components; speech and hearing to communicate in person and by telephone; smell to detect wiring shorts and failures; manual dexterity to operate a computer keyboard, use small tools and move computer equipment; mobility, flexibility and strength to lift up to 50 pounds to move, install and operate computer equipment. Environmental conditions include working under typical office conditions with exposure to dust and allergens; working at heights; and responding to emergency system and equipment failure. This work is performed indoors at campus computer center, in classrooms and various satellite campus locations.
CUSTODIAN

DEFINITION:

Under general supervision, to perform a variety of custodial and janitorial duties in college buildings and facilities and adjacent grounds; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is the working level custodian classification. Work is performed without immediate supervision in an assigned area. Incumbents may be assigned to central campus or satellite facility locations.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Locks, unlocks, and secures classrooms, buildings and gates; sets and disarms security alarms as assigned and authorized;
- Dustmops or sweeps classrooms, offices, stairways, floors, restrooms, and other areas;
- Wetmops classrooms, stairways, hall floors, gym floors, offices, restrooms, kitchens, building entrances and other areas;
- Vacuums and shampoos carpeted surfaces using power equipment including extractor;
- Cleans and disinfects restrooms and locker rooms and their components such as showers, toilets, urinals, washbasins, dispensers, stall walls, and trash containers;
- Empties wastebaskets, gathers and dumps trash;
- Strips, waxes, buffs and polishes floor surfaces;
- Restocks restroom dispensers including toilet paper, paper towels, soaps and related items; collects change from dispensers;
- Dusts classrooms, offices, baseboards, walls, window frames, glass display cases, pictures and frames, tables, bookshelves and other furniture and equipment;
- Mixes disinfectants and other cleaning solutions, and maintains custodial supplies, washing mops and rags, changing vacuum belts and bags, etc.;
- Assigns and oversees the work of student or court-ordered community service workers;
- Cleans windows and other glass;
- Cleans up spills and removes gum;
- Moves, arranges, stacks and stores furniture, mats and related;
- Wipes and cleans chalkboards and chalk trays; stocks chalk for instructors;
- Removes or paints over graffiti;
- Cleans entry and walkway areas adjacent to buildings; operates gas and electric blowers; hoses sidewalks and operates pressure washers; may perform limited groundskeeping at satellite locations;
- Drives trash to dumpsters using motorized carts or pick up trucks; transports/delivers materials and supplies as needed;

HRC&M, Inc.
Classified Job Description: Custodian
Page 2

- Covers, uncovers and cleans swimming pools;
- Uses ladders to change light bulbs and access overhead cleaning tasks; may perform other light maintenance tasks;
- Notifies supervisor or others of maintenance and repair needs, safety hazards, supplies and equipment needed, and other matters;
- May supervise student helpers.

MINIMUM QUALIFICATIONS:

Knowledge of:
General janitorial practices and procedures.
Proper use and minor maintenance of cleaning equipment.
Cleaning compounds and supplies.
Special equipment used for floor maintenance.
Safe working practices and precautions for working with cleaning compounds and waste.

Skill in:
Using cleaning products, disinfectants, and related chemicals for facility care and maintenance.
Properly stripping, waxing and buffing floor surfaces.
Selecting and using appropriate tools and equipment for various custodial duties.
Using gloves and other protective equipment for personal safety.
Understanding and following written and oral instructions.
Establishing and maintaining effective working relationships with those contacted in the course of the work.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; must be willing to work evening and/or weekend shifts.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of sufficient formal and/or informal education to ensure successful job performance; and six months of custodial experience.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:
Working in exposure to cleaning solutions, disinfectants, chemicals, bacteria, and bodily fluids; lifting, pushing and pulling equipment weighing up to 85 pounds; manual dexterity to operate cleaning equipment and manipulate objects; walking, standing, stooping, kneeling, reaching and climbing stairs and ladders; speech and hearing to give and receive instructions and information. This work is performed both indoors, and outdoors in inclement weather.

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DEFINITION:

Under general supervision, to provide secretarial and clerical support to a supervisor and staff within a College department or program; to assist students with accessing resources and programs that promote their academic success; to prepare routine reports and documents; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Performs a variety of secretarial and clerical duties in support of a college department or program. Work is performed under clearly defined guidelines from which to make decisions, and the availability of supervision in unique circumstance. Specific duties will vary depending on the program or department to which assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Performs a variety of secretarial and clerical duties including word processing, filing, gathering information, checking and posting data; opening and distributing incoming mail and supplies; and duplicating materials;
- Explains departmental programs to students and assists them in completing required application and registration materials;
- Schedules appointments for students with department faculty or staff;
- Composes routine correspondence, minutes, forms and other documents; works from notes, brief instructions or prior documents;
- Assists instructors by preparing instructional materials such as workbooks and examinations; monitoring and posting student attendance data; posting exam results; and distributing assignments or class materials in instructors’ absence;
- Assists with preparing routine regulatory and departmental reports by gathering, organizing and summarizing information from a variety of sources into usable formats;
- Coordinates staff’s schedules; maintains calendar of department events and dates;
- Makes travel arrangements such as hotel reservations, conference bookings and airline reservations; prepares conference request forms;
- Coordinates and schedules group meetings; includes booking facilities, typing agendas, sending announcements and assembling information;
- Records and transcribes minutes of department meetings;
- Assembles and maintains student files, ensuring accuracy, completeness and security;
- Prepares, types and copies informational materials; designs and updates handouts;
- Performs reception duties; answers telephones, greets visitors and provides information or refers to correct office;

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Maintains inventory of supplies and forms; prepares purchase requisitions;
May serve as department cashier including depositing funds at the Business Office;
May train, and provide work direction and guidance to student workers.

MINIMUM QUALIFICATIONS:

Knowledge of:
English grammar, spelling, punctuation and composition.
Standard formats for letters, memos and reports.
Personal computer applications software including spreadsheets and word processing.
Proper method and format for recording and transcribing meeting minutes.
Protecting the confidentiality of sensitive information.
Procedures, regulations, formats and information specific to the department to which assigned.

Skill in:
Providing office support to a group of individuals with varying needs.
Setting priorities, meeting deadlines and completing work.
Operating personal computer for word processing, spreadsheets, and basic desktop publishing.
Understanding and following written procedures and regulations.
Office organization and the ability to handle multiple tasks with constant interruption.
Establishing and maintaining effective working relationships with those contacted in the course
of work, including occasional incidents where a student becomes frustrated with the
process.
Researching, compiling and summarizing a variety of information in various formats.
Using initiative and judgment within established guidelines.

Other Requirements:
Specified positions within this class may be required to possess a valid California driver’s license
and have a satisfactory driving record; specified positions within this class may require
certification of bilingual skill; specified positions within this class may require being able to pass
fingerprint clearance, physical and tuberculosis test to work with young children.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge
and skill is a combination of education and experience equivalent to:

Completion of high school, and at least one year of responsible secretarial or office
experience; business or secretarial training and experience in an educational institution
is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read computer screens, and handwritten and printed documents; manual dexterity to
operate keyboards and manipulate papers; speech and hearing to listen and communicate; bending and reaching to obtain or replace files and records. This work is typically performed indoors in a typical office environment, but may involve limited exposure to elements in picking up or delivering materials, and/or environmental exposures unique to a particular department setting, such as fumes associated with a process.
Skill in:
Providing helpful and efficient customer service.
Understanding and carrying out oral and written instructions.
Organizing and maintaining accurate records and files.
Developing and maintaining effective working relationships with those contacted in the course of work.
Applying basic regulations and procedures to the facility use scheduling process.
Inputting data to a desktop computer accurately and efficiently.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and at least one year of responsible secretarial or office experience: business or secretarial training and experience in an educational institution is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read computer screens and handwritten and printed documents; manual dexterity to operate computer keyboards and office equipment, and handle paper; speech and hearing to obtain and relay information. This work is typically performed in an office setting.
FINANCIAL AID TECHNICIAN I/II

DEFINITION:
Under general supervision, to guide students through the financial aid process; to inform of available programs and screen for eligibility; to provide office support work to the financial aid programs area; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:
Financial Aid Technician I is the entry level in this series. Initially under close supervision, incumbents learn and perform the duties of the class series. As experience is gained, there is greater independence of action and the scope of duties increases. This class is flexibly staffed with Financial Aid Technician II, and incumbents normally advance to the higher level after gaining experience and demonstrating proficiency which meet the higher level requirements.

Financial Aid Technician II is the journey level class in this series. Incumbents are expected to perform the full range of duties under general supervision.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Reviews, analyzes and processes student applications for various types of financial aid including loans, grants, scholarships, work study, funds and waivers;
- Explains the benefits and requirements of programs to students; determines required documentation and assists students in completing application materials; certifies student eligibility for programs;
- Reviews and determines accuracy of transcripts and other documents supporting the application; checks citizenship and assesses academic and financial eligibility;
- Facilitates the scholarship review and selection process; prepares materials for committee members; prepares applications for donor selection;
- Applies dependency override as appropriate to establish a student’s independence;
- Tracks fund amounts each student has used and reports to the funding or lending source;
- Adjusts financial aid amounts based on changes in the student’s status;
- Provides financial aid counseling and delivers workshops on campus or at local high schools; conducts entrance and exit counseling workshops;
- Prepares award letters and grant reports;
- Assembles and maintains files containing confidential information and documents;
- Monitors hours worked by Federal Work Study students; verifies time sheets and submits to Payroll for payment; documents eligibility information for work study students;
- Processes and responds to verification and financial aid transcript requests;
- Prepares lists, correspondence and other documents; composes letters and drafts reports;

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designs, edits and updates brochures and flyers;
- Informs students of social service and other assistance agencies and programs; refers students to other College programs when appropriate;
- Maintains knowledge of programs and guidelines; reads bulletins and attends informational workshops, conferences and meetings;
- Inputs and retrieves data and generates reports from several data bases;
- Performs general office support duties such as typing, filing, reception, answering telephones, opening and distributing mail, and ordering office supplies;
- Coordinates scholarship ceremony;
- Trains and directs the work of student staff.

MINIMUM QUALIFICATIONS:

Note: The knowledges and skills required are proportional to the level at which the position is filled.

Knowledge of:
Lending regulations and default management.
Guidelines and regulations governing the eligibility, award, monitoring and reporting of student financial aid.
Computer applications and financial aid software.

Skill in:
Using spreadsheet, database, word processing and financial aid software.
Describing lending terms and requirements, and providing financial counseling to individuals with little practical financial experience.
Interviewing applicants and obtaining detailed personal information.
Organizing priorities to meet multiple deadlines.
Performing duties under tight deadlines, time constraints, and with conflicting demands.
Interpreting and applying regulations and guidelines pertaining to student financial aid.
Establishing and maintaining effective working relationships with persons of diverse socioeconomic backgrounds.
Working in stressful situations, occasionally with angry or frustrated individuals.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.
Specified positions within this class may require certification of bilingual skills.
ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Level I:

Associate of Arts degree with courses in banking, finance, or business.

Level II:

In addition to the above, two years of experience in loan or financial aid processing.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to view computer screen and read documents; standing, walking and bending to assist students at counter and retrieve files; manual dexterity to operate computer and write; may require some lifting up to 50 pounds. This work is performed indoors in a typical office environment with occasional off site visits for workshops and events.

HRC&M, Inc.
FOOD SERVICE WORKER

DEFINITION:

Under general supervision, to plan, prepare and serve meals and snacks for children at the Child Development Center (CDC); to maintain food service and storage areas in a sanitary condition; to budget, order, purchase and maintain food and supply inventories; to maintain a variety of logs and records; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This single position classification is distinguished from other food service related jobs by having general responsibility for the college’s Child Development Center food service operation serving children from infancy through age five.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Plans breakfast, lunch and snack recipes and menus ensuring healthful, nutritious, appealing food in compliance with funding and licensing regulations, assuring proper portion sizes, nutritional value and balance of food groups;
- Tracks special dietary requirements or food allergies of children; notifies center staff; plans alternate meal or ingredient substitutions when needed;
- Prepares shopping list and shops for food and supplies within established budget;
- Stores and rotates food properly on shelves, in freezer and in refrigerator; stores, uses or disposes of extra prepared food and ingredients;
- Determines quantities of ingredients and supplies required based on portion sizes and number of children; maintains an inventory of food and supplies.
- Plans monthly menus and distributes to classrooms along with information on individual children’s dietary needs;
- Completes detailed production sheets containing information regarding food prepared and consumed; maintains various records such as foods purchased, meals served and attendance;
- Prepares, cooks and serves meals and snacks on-site; breakfast may be cut up fruit, cereal, or toast and milk; lunch requires more preparation such as cutting, mixing and cooking;
- Ensures portion control, proper temperature maintenance and food handling procedures;
- Places prepared meals and food into containers for tables in each classroom, delivers and picks up using carts; meets deadlines so children eat on time;
- Ensures that safety, sanitary and nutritional standards are maintained;
- Cleans kitchen, dishes, utensils, stove, refrigerator, freezer, countertop and equipment according to sanitation regulations; sweeps and mops the floor, cleans the carts; leaves everything ready for the next day;

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Attends staff meetings; attends CCFP conferences; prepares for CCFP review and annual self review.

**MINIMUM QUALIFICATIONS:**

**Knowledge of:**
- Food handling, preparation and storage procedures.
- Applicable health, sanitation and nutritional requirements.
- Food portion control procedures.
- Record keeping practice and procedures.
- Cooking in large quantities; food measurements.
- Forms and paperwork to meet funding requirements.

**Skill in:**
- Preparing and cooking foods in correct amounts and in accordance with State requirements, nutritional standards and planned menus.
- Reading, understanding and following recipes.
- Finding, reading and using nutritional and other information used in planning menus.
- Cleaning, sanitizing and maintaining the kitchen.
- Keeping accurate records; preparing production sheets and menus that meet funding requirements.
- Establishing and maintaining effective working relationships with those contacted in the course of the work, including pre-school children.
- Understanding and following oral and written directions.

**Other Requirements:**
- Must possess a valid California driver’s license and have a satisfactory driving record; must be able to pass fingerprint clearance, physical and tuberculosis test.

**ILLUSTRATIVE EDUCATION AND EXPERIENCE:** A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

- Completion of high school and two years of experience in quantity meal preparation.

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

- Manual dexterity to operate equipment and manipulate objects in food preparation and cooking; vision for driving and observing cooking; stamina for extended periods of standing and walking; strength to lift up to 50 pounds to move supplies; mobility and flexibility to clean, shop, and access supplies and ingredients from kitchen; speech and hearing to give and receive information and instructions and to hear and respond to timers and alarms. This work is performed indoors in an institutional kitchen and outdoors when shopping for ingredients and supplies.

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GROUNDSKEEPER

DEFINITION:

Under general supervision, to perform a variety of tasks involving the maintenance, repair and improvement of grounds, athletic fields and courts, and other college facilities; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This job is distinguished from other maintenance jobs by its focus on grounds and related exterior maintenance. This classification may direct the work of unskilled helpers, such as students, working on grounds-related projects.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Seeds, installs sod, fertilizes, mows, edges, and aerates lawns, athletic fields, and other turf using edgers and walk-behind and riding mowers;
- Irrigates grounds and installs, adjusts and maintains irrigation systems piping, wiring and controls;
- Sweeps, repairs and maintains paved court areas including patching, painting surfaces;
- Picks up/sweeps/blows trash and debris on grounds, walkways and other surfaces; empties and cleans waste receptacles; disposes of waste and debris;
- Prepares athletic fields according to specifications: cut lines, chalk, prepare base areas, and pitchers mounds;
- Prunes, trims, and shapes shrubs, and small trees; clears brush and removes trees;
- Weeds grounds, prepares soil, and plants trees, shrubs and plants;
- Mixes and applies insecticides, herbicides and other pesticides;
- Operates tractors, trenchers, trucks, backhoe and front loader to dig trenches, clear grounds and grade dirt, and load and haul soil, trimmings and debris;
- Builds and maintains fences, outdoor handrails, and other basic facility maintenance incidental to landscape maintenance;
- Prepares forms, sets rebar, pours and finishes concrete; lays and patches asphalt;
- Ensures safety of worksites, uses safety equipment, traffic barriers and related safe work practices; corrects or notifies others of safety issues, needed repairs, etc.;
- Maintains supply inventory and initiates replacement and restocking; maintains logs and records of work performed;
- Assists in loading and unloading of furniture, equipment and supplies;
- May supervise and train student workers, and others;
- May assist with construction, remodeling and other repair and maintenance of facilities.

MINIMUM QUALIFICATIONS:

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Knowledge of:
Methods, materials, tools and equipment used in grounds maintenance.
Methods, materials, tools and equipment used in the installation and maintenance of automatic sprinkler systems, and water piping.
Plants, trees, turf and landscaping materials; water and nutrient requirements; pesticides, and fertilizers.
Preparation and maintenance of ball fields and related athletic fields and courts.
Operation of motorized equipment, hydraulic apparatus, and power tools.
Safe working practices.

Skill in:
Mowing, pruning, planting, irrigation, ball field makeup and other grounds work.
Identification and management of basic turf, plant, tree and shrub nutrient, irrigation and disease requirements.
Installing, operating and maintaining irrigation and water supply plumbing, wiring and controls.
Using and performing minor maintenance on landscaping and grounds maintenance tools and equipment.
Reading and interpreting label instructions, lay out diagrams, maps and specifications.
Safety and safe working practices related to chemicals, tools and equipment used.
Preparing and maintaining logs and records.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; possession of pesticide applicator’s license is desirable; must be willing to respond to off-hours emergency situations.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and two years of responsible groundskeeping experience. Additional coursework in horticulture or groundskeeping is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Strength and stamina to lift and carry equipment weighing up to 90 pounds; ability to work above ground on ladders; agility, strength and manual dexterity to operate a variety of hand and power tools, vehicles and equipment; work outdoors in temperature extremes and inclement weather; vision to read work requests, blueprints and diagrams, manuals, and regulations; speech and hearing for communicating instructions, information, and work requests. This work is performed primarily in an outdoor setting.

HRC&M, Inc.
HUMAN RESOURCES TECHNICIAN - Confidential

DEFINITION:

Under general supervision, to provide specialized administrative support to the Human resources department; to collect and prepare materials used in employer-employee relations, collective bargaining negotiations, and grievance proceedings; to compose advertising copy for job announcements and place advertisements; to process new employees including paperwork, orientation and benefits enrollment; to coordinate recruitment efforts; to provide customer service; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Completes essential human resource projects such as conducting salary surveys, assembling materials in response to legal process, and implementing programs and administrative decisions;
- Gathers and documents information for employee grievances, salary decisions, budgets and contractual negotiations; assembles detailed materials under considerable time constraints using specialized software applications;
- Coordinates the selection of faculty, administrative, supervisory and classified employees; requests and assembles screening and interviewing committees, and assists with their orientation and training; prepares recruitment files; and schedules meetings and interviews;
- Informs candidates of each step of the hiring process and outcome; composes written correspondence including offers and regrets; and prepares candidates for interviews;
- Posts new and open positions internally following district policies and contractual agreement; initiates advertising and assists in selecting media; prepares advertisements; and posts openings on College web site.
- Process newly hired employees including conducting orientation; completing and distributing paperwork; entering data into information systems; and explaining and scheduling procedures required for compliance with Health and Safety codes such as fingerprinting and tuberculosis test;
- Coordinates benefits program including enrollment and communication; updating employee data; coordinating communications among carriers, broker, employees and retirees; and participating with supervisor in resolving complaints;
- Coordinates the annual performance review forms and processes;
- Coordinates and administers employee testing and interviewing for Spanish speaking stipend;
- Maintains and stores employee files and protects the confidentiality of privileged and sensitive information;
- Prepares purchase orders for department expenditures; maintains an inventory of supplies and forms; and monitors expenses against budget;

HRC&M, Inc.
Classified Job Description: Human Resources Technician - Confidential
Page 2

- Provides customer service to District personnel, staff and the public; informs and assists regarding matters such as job availability, salary, qualifications, policies and procedures.
- Serves as Human Resources Department receptionist; greets and directs visitors; initiates, answers and directs telephone calls; takes messages; routes mail; and schedules meetings and appointments;
- Develops and maintains a variety of forms, records, logs, schedules, lists and data bases.

MINIMUM QUALIFICATIONS:

Knowledge of:
Basic human resource administration, practices and terminology.
Office procedures, organization and records maintenance.
Personal computer operations including word processing, spreadsheets and data bases.
English grammar, spelling, punctuation and composition.
Basic arithmetic.
Proper handling and protection of employer-employee relations, collective bargaining, and other highly sensitive information.

Skill in:
Composing correspondence, memos and reports.
Using basic computer software applications including spreadsheet and word processing.
Interpreting and following policies, procedures and regulations.
Communicating and explaining human resources programs.
Establishing and maintaining effective working relationships with employees and external customers at all levels.
Maintaining accurate, detailed records and files.
Setting priorities and meeting deadlines with frequent interruptions.
Organizing and coordinating interviews and committee meetings.
Maintaining the confidentiality of employer-employee relations, collective bargaining, and other sensitive information.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.
Specified positions within this class may require certification of bilingual skills.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and two years of administrative experience, preferably in the area of human resources administration.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read computer screens and handwritten and printed documents; manual

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dexterity to operate keyboards and manipulate papers; speech and hearing to obtain and relay information; and bending and reaching to obtain or replace files and records. This work is performed indoors in a typical office environment.
INSTRUCTIONAL PROGRAM SPECIALIST
(Academic, ESL, Special Education)

DEFINITION:

Under general supervision, to coordinate and directly provide a variety of instructional and program assistance to students; to perform a variety of related office and support activities in support of instructors and/or program areas; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This paraprofessional classification provides instructional program support in a variety of areas, primarily in learning-assistance related settings, such as learning labs, study labs, tutorial centers, or direct class room support. Incumbents in this classification typically specialize in one or more areas of instructional assistance, such as math, language, ESL, or special education. Incumbents are expected to exercise thorough knowledge and skills within assigned subject matter or program areas, and adapt the assistance provided to special population groups or learning needs. This classification may assign, direct and supervise the work of students and other non-employees. This class is distinguished from Senior Instructional Program Specialist which has broader responsibility for coordination of support for a learning assistance center, and may provide lead direction to Instructional Program Specialists.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides individual assistance and/or group assistance/leadership for students in open and/or specialized learning assistance centers and classrooms, including learning labs, study, tutoring and other specialized centers or programs;
- Explains texts and other course materials, problem solving techniques, principles and rules of subject matter areas;
- Reviews student work to identify further assistance needed and correct areas of deficiency;
- Prepares instructional support materials for group and individual use in learning assistance and lab settings, and/or classrooms;
- Adapts assistance, explanations and materials to special population/program needs;
- Reviews and maintains current knowledge of class subject matter, reference/learning resources, equipment, computers and software within area of expertise;
- Works with faculty and/or program staff to coordinate learning assistance with curricula and program requirements;
- Orientes, provides training, and assists students in identification and use of learning assistance equipment and materials such as computers, software, self-tutorial and assigned materials, log-in, and recordkeeping;
- Turns on, sets up and monitors learning assistance equipment; performs operator
maintenance of equipment; identifies equipment and facility problems and secures repairs
and maintenance;
• Maintains lab/center materials and supplies in orderly and working condition; orders and
maintains inventory and appropriate levels of supplies and equipment;
• Assists in marketing learning assistance and special program services to students, and/or
recruiting students for special learning-assistance related programs; prepares flyers, announcement,
posters and other materials, gives presentations, and makes other contact
with students who could potentially benefit; assists students with required forms and
paperwork related to special program areas; may coordinate special activities and/or
clubs related to program, discipline or support area;
• Recruits, interviews and selects and trains student workers and other non-employees, and
organizes, schedules, assigns, directs and reviews their work;
• Identifies other program and support resources of benefit to students, assists in referrals,
and coordinates appointments;
• Monitors, documents and reports pertinent issues related to student progress, attendance,
interactions and concerns;
• Operates a variety of standard office equipment such as desktop computers, copiers,
scanners, and related;
• Maintains a variety of logs and records, compiles data, and prepares periodic and special
summaries and reports;
• Performs a variety of support tasks such as in-person and telephone reception, compiling,
collating, duplicating and distribution, coordination and scheduling, errands, and related;
• May provide specialized training, conduct field trips, and provide/operate physical/
adaptive assistance related to specific needs of students with learning or physical
disabilities, such as mobility training;
• May assist in orientation and training of new employees;
• May administer standardized non-interpretive tests.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles, theories, methods, resources and equipment of the specialized instructional/program
area, at the community college level.
Methods and techniques of instructional and/or program area assistance.
Special needs, techniques and/or adaptive equipment for working with specified socio-economic,
ethnic/cultural and/or learning and physical disability populations, according to area of
assignment.
Use and operation of standard office equipment including desktop computers and common
applications software, copiers, scanners, fax, telephone, etc.
Basic records management, data recording and report preparation methods and procedures.
Correct English grammar, spelling and punctuation.

Skill in:
Applying instructional methods and procedures.

HRC&M, Inc.
Classified Job Description: Instructional Program Specialist
Page 3

Reading, understanding and presenting technical and specialized course materials.
Operating and training others in the use of specialized equipment, computers, software,
materials and procedures within area of assignment.
Establishing and maintaining effective working relationships with those contacted in the course
of the work, including adapting information, materials and interactions to special
population needs including socio-economic, cultural, and/or learning and physical
disability issues.
Maintaining clear and accurate records, logs, files, databases and other materials; preparing
clear and concise reports, correspondence and other written materials.
Understanding and following oral and written instructions.

Other Requirements:

Specified positions must possess a valid California driver’s license and have a satisfactory
driving record; specified positions must be willing to work shifts; specified positions within this
class may require certification of bilingual skill.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge
and skill is a combination of education and experience equivalent to:

Possession of an Associate of Arts degree with major coursework related to the area of
assignment, and two years of experience either in an instructional support capacity, or
other responsible experience demonstrating adequate mastery of the subject matter area,
and the ability to explain and assist in instructing of subject matter to others.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read and/or operate computer screens, texts, instructions, lab equipment, and related;
speech and hearing for normal communication; manual dexterity to manipulate papers, and
operate computer keyboards, standard office equipment, and specialized learning assistance
equipment related to the area of assignment. Specified positions may require color vision. This
work is performed primarily indoors in classroom and learning assistance center settings.
JOB DEVELOPER

DEFINITION:

Under general supervision, to work with employers and community organizations to determine and develop job opportunities for students; provide assessment of, and training in, vocational, occupational, job search and related techniques for students; to provide job coaching for placed students; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification works primarily in the Workability III program to coordinate and oversee student placement and retention in a variety of employment settings. This class is distinguished from Vocational Instructional Specialist, which focuses on direct supervision and training of student clients rather than job development.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Establishes and maintains contacts with employers in the private and public sectors, and community groups to develop job openings and contract employment, and place students; works with employers on job and standards modifications to expand availability of jobs for students;
- Provides job coaching, training and motivation at work sites to ensure student performance, and that employers’ expectations and requirements are met; may personally perform tasks for the student on the job when required;
- Assists the instructor with vocational, learning style, training needs, and other assessments for students;
- Assists the instructor with the development of training plans and training of students in vocational skills, job readiness skills, and social skills and behavior including use of behavior modification techniques and positive reinforcement strategies;
- Provides training to students on resume, cover letter and application preparation, and job search and interviewing techniques;
- Assists the instructor in the administration and scoring of standardized tests;
- Monitors student academic progress to ensure continued program eligibility;
- Refers and assists students with application and entry to supplemental programs and services such as regional centers, financial assistance, rehabilitation, independent living, child care, transportation, housing, other support and related services;
- Attends and participates in a variety of planning, training, problem solving, staff, interagency and committee meetings;
- Documents student contacts to maintain contract requirements; prepares and maintains a variety of records, correspondence and reports related to student placement, employment, attendance, status, progress, payment, contracts and other;

HRC&M, Inc.
May assist in coordinating career days and related occupational exploration;
Assures compliance with established procedures, regulations and requirements.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles and practices of job development, placement and coaching for students with
disabilities, including identifying local labor market resources.
Basic principles and practices of career development including assessment and testing, job
application and job search techniques.
Techniques and methods of behavior modification, positive reinforcement, coaching and
motivation.
Community and governmental resources and referral agencies, regulations and requirements.
Computer systems and applications.

Skill in:
Establishing and maintaining effective working relationships with those contacted in the course
of the work, including public and private sector employers, community and governmental
agencies, faculty and staff, and families of and individuals with disabilities, including
negotiation, coaching, training and motivation.
Rapidly learning and teaching a wide variety of job skills applicable to various jobs.
Developing resources, employer and vendor contacts.
Preparing and maintaining a variety of reports, records, logs and forms.
Collecting, organizing, and analyzing data and information.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge
and skill is a combination of education and experience equivalent to:

An Associate of Arts degree in a closely related field and three years of increasingly
responsible experience in job or career development.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Working with power equipment, bodily fluids, and individuals with limited emotional restraint;
lifting, pushing and pulling objects weighing up to 50 pounds; manual dexterity to operate
equipment and manipulate objects; walking, standing, stooping, kneeling, and reaching; speech
and hearing to give and receive instructions, information and presentations. This work is
performed indoors and outdoors including exposure to inclement weather.

HRC&M, Inc.
LIBRARY SYSTEMS TECHNICIAN

DEFINITION:

Under general direction, to provide library hardware and software technical support and systems administration; to act as purchasing agent for the library, procuring all materials, supplies, furniture and equipment; to provide training and support to staff in using various modules of library management software; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Purchases materials, supplies, furniture and equipment; shops among vendors and suppliers for price and quality; completes and processes requisitions; generates orders;
- Receives items ordered, unpacks and inspects, reconciles with shipping documentation; and contacts suppliers to resolve discrepancies;
- Forwards invoice with approvals to Business Office for payment and confirms payment by auditing a report generated from the accounting system;
- Maintains files and records of purchases, documentation and vendor information;
- Tracks purchasing costs against budgeted amounts;
- Provides technical and user support services for the automated library management system; trains library staff in use of system modules;
- Administers software modules used for library acquisitions, circulation and cataloging;
- Acquires books, serials and periodicals for library; downloads bibliographic data from various sources through the cataloging module; and generates claims for missing issues;
- Operates library systems administration module containing matrix of user information including user rights and security; maintains matrix information;
- Uses systems administration module to create calendars that determine circulation parameters based on each item’s checkout date and due date; maintains a hierarchy grid to arrive at a check out period unique to each type of item depending on category of patron;
- Coordinates systems maintenance and Library accountability with remote lan server administrators;
- Runs reports from remote server using UNIX commands; generates routine and customized reports using database programs; and generates basic reports such as overdue notices from module;
- Installs new computers and peripheral equipment; sets up network properties; and assigns network protocols and IP addresses;
- Installs and maintains hardware and software; routinely updates antivirus software and internet browser; recognizes the need for and installs replacement hardware including disk drives, CD drives, batteries and fans;
- Establishes and follows a maintenance and replacement schedule for all staff and student computers;

HRC&M, Inc.
Classified Job Description: Library Systems Technician
Page 2

• Troubleshoots problems and personal computer hardware, software and peripheral equipment;
• Performs administrative duties such as, preparing cashbox for circulation desk, removing coins from copiers; counting and depositing cash, and keeping budget records.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles of accounting or bookkeeping.
Personal Computer hardware operations.
Computer applications and networking including printing, TCP/IP Telnet and FTP.
Advanced features of Microsoft Access, Excel, Word and Windows.
Training fundamentals.
Filing and record keeping.
Library of Congress classification, subject headings, MARC records, and library terminology.

Skill in:
Troubleshooting and repairing personal computer hardware problems.
Working in and contributing to a team environment.
Working independently and organizing workflow.
High degree of attention to detail.
Excellent communication, organization and problem solving skills.
Analyzing and researching using variety of information resources including the internet.
Evaluating and recommending acquisitions of hardware, software, equipment and supplies.
Keyboarding or typing and operating a 10 key adding machine by touch.
Performing a variety of unrelated tasks and competing demands.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree in library systems, business or public administration including coursework in information technology, computer science or a related field, and three years of technical experience with networks and personal computer administration.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read, view computer screens, repair computers and identify color coded cable; speech and hearing to teach and share information; touch and manual dexterity to use and repair computers; mobility to handle books, move around the library and install equipment; lifting up to 25 pounds to unpack boxes of books and equipment and pushing book carts weighing up to 150 pounds. This work is performed indoors in a college library with some exposure to dust and allergens.

HRC&M, Inc.
LIBRARY TECHNICIAN

DEFINITION:

Under general supervision, to perform library circulation and public contact work; to provide patron services including check-out, return, cash handling and basic informational services; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

The Library Technician is the experienced level class of this series, fully competent to perform a wide range of circulation, public contact and library service support duties; and is distinguished from the Senior Library Technician in that the latter performs technical library support services in a specialized area. Incumbents exercise some independence of judgment in the application of library policies and performance of patron services and are expected to handle some technical reference or advisory service questions.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Sets up circulation desk for daily activities; prepares cash drawer and desk supplies;
- Checks library books and materials in and out; explains library circulation policies and procedures to students and faculty; registers and issues library cards;
- Assists students and staff with specialized library equipment and databases;
- Maintains stacks; replaces returned books on shelves and scans shelves to find out of sequence books;
- Calculates and collects fines and other charges for overdue, lost or damaged books, and for the copy machine;
- Records and balances daily receipts;
- Coordinates interlibrary lending and borrowing activities within consortiums and at state and national levels; processes document delivery requests and interlibrary loan transactions;
- Assists library paraprofessional and professional staff and refers difficult or unusual problems to appropriate supervisory or professional staff members;
- Responds to patron requests for information and materials and refers technical or reference questions to appropriate staff members;
- Receives, verifies and releases materials for reserve requests;
- Receives returned books and materials according to established procedures;
- Opens and closes the library for business each day;
- Trains and oversees the work of student workers;
- Maintains data bases of information regarding, for example, collections and library cardholders;
- Prepares a variety of periodic and special library processing and activities reports;

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Maintains records and files related to the library services activities and projects; assists in a variety of assigned special projects and services.

MINIMUM QUALIFICATIONS:

Knowledge of:
- General library services, practices, procedures, terminology and equipment.
- Library public desk etiquette and methods of providing information.
- Specialized library data base systems and on-line resources.
- Business arithmetic including percentages and decimals.
- Use of standard office equipment including computers.
- Correct English usage, including spelling, grammar and punctuation.

Skill in:
- Making accurate arithmetic computations to determine library overdue fees and cash balances.
- Making sound judgments and decisions within established guidelines.
- Interpreting and applying library procedures and rules.
- Performing office support work, including typing and filing.
- Operating word processing and spreadsheet programs.
- Training and overseeing student workers.
- Establishing and maintaining effective working relationships with those contacted in the course of the work, including college students.

Other Requirements:
- Must be willing to work evenings and weekends.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

- Graduation from high school and one year of experience in a library or educational setting involving public information duties.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

- Climbing, reaching, stooping and kneeling to shelve books and locate materials; lifting and carrying up to 35 pounds; manual dexterity to operate keyboards and other library equipment; speech and hearing to communicate with library patrons; vision sufficient to read computer screens and fine text. This work is performed indoors in a library environment.
MAILROOM CLERK

DEFINITION:

Under general supervision, to perform office support duties involving answering incoming telephone calls, providing mail processing services, and staffing the shipping/receiving department; to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

• Distributes incoming campus mail to mail boxes for pickup; monitors mail for tampering;
• Processes outgoing mail within time constraints; meets deadlines for pickups, and determines which rate and service is most favorable;
• Checks outgoing mail for correct mailing information and amount of postage;
• Issues parking passes to appropriate personnel or guests;
• Uses copier, facsimile machine, postage and mailing systems, and telephone system;
• Updates postal accounts for actual usage;
• Accepts and signs for deliveries;
• Delivers materials to various campus locations.

MINIMUM QUALIFICATIONS:

Knowledge of:
Correct English usage including spelling, grammar and punctuation.
Basic office practices and procedures.

Skill in:
Preparing mail including Federal Express, Certified Mail, Express Mail and bulk mailings.
Operating a variety of office machines quickly and efficiently, including facsimile, copier, postage meter, postage machine, two-way radio and personal computer.
Developing and maintaining effective working relationships with those contacted in the course of work.

Other Requirements:
Specified positions within this class may require possession of a valid California driver’s license and a satisfactory driving record.

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ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Graduation from high school with coursework or practical experience in office support.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Strength and mobility for lifting, carrying and maneuvering heavy packages; sight sufficient to process mail; speaking and hearing to communicate using telephones and to provide information; manual dexterity to operate machines, process and distribute mail; sitting to work on telephone equipment and computer; standing, walking, bending, and stooping to process and distribute mail. This work is performed primarily indoors but in poor conditions.
MAINTENANCE LEADPERSON

DEFINITION:

Under general direction, to provide lead supervision of the Colleges’s facilities, landscaping, and custodial maintenance programs; to assign and monitor the work of maintenance staff; to assist in longer term work planning and cost estimating; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is a lead level of classification providing day-to-day direction of the work of crews and staff in all areas of maintenance, assisting in work planning and budgeting, and participating in the work of the unit. This classification is distinguished from the next higher level of Director, Facilities Services, which is a full supervisory classification with overall responsibility for the Colleges maintenance programs and services.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Assists in planning, organizing and laying out work, and estimating materials, supplies and equipment for the work of facilities maintenance, groundskeeping, and custodial staff; prepares project plans, specifications and diagrams;
- Assigns and reviews employee work upon completion or in progress, directs corrections, and provides training and development; conducts safety meetings;
- Monitors employee performance, provides formal or informal counseling regarding work issues, assists in preparing documentation of issues; and provides input to employee performance appraisals; approves vacation and sick leave; assists in the interviewing and selection of new employees;
- Assists in the planning of work assignment areas, schedules, workload, work standards and procedures, and longer term maintenance plans;
- Provides input to and assists in budget development, planning and management; determines equipment and supply needs;
- Coordinates maintenance and repair requests with other College staff and managers;
- Ensures the maintenance of an adequate inventory of materials, supplies and equipment; coordinates repairs and recommends replacement;
- Prepares and maintains a variety of written records and reports, and prepares periodic and special reports of work performed;
- Coordinates, reviews and oversees work of contractors;
- Responds to and coordinates emergency repair needs;
- Supervises the maintenance group on a relief basis.
MINIMUM QUALIFICATIONS:

Knowledge of:
Principles, practices, tools, equipment and materials used in skilled trades facilities maintenance, groundskeeping, and custodial work.
Basic lead supervisory principles and practices.
Project planning and cost estimating.
Safety and safe working practices related to skilled trades, groundskeeping, and custodial work.

Skill in:
Planning, assigning, laying out and inspecting the work of skilled trades, groundskeeping and custodial staff.
Reviewing the work of others, providing training, informal counseling and documentation of work issues, and assisting in the supervision of others.
Performing skilled carpentry, plumbing and electrical trades work.
Planning maintenance schedules, procedures, projects and project budgets.
Evaluating and purchasing materials, supplies and equipment.
Maintaining a variety of logs and records, and preparing periodic and special reports.
Establishing and maintaining effective working relationships with those contacted in the course of the work.

Other Requirements:

Must possess a valid California driver’s license and have a satisfactory driving record; must be willing to respond to emergencies in off-hours as necessary.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and four years of journey level experience in carpentry, plumbing, or electrical work. Course work in supervision, landscaping, facilities maintenance and custodial services, and previous lead or supervisory experience are desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Lifting and carrying heavy materials, furniture, equipment and tools; climbing, crawling, and stooping to reach work; manual strength and dexterity to operate tools and equipment, and pull, push or manipulate heavy objects against resistance; working in temperature extremes and inclement weather; working aerially, underground, and in exposure to bacterial contamination and hazardous chemicals; vision to read work requests, blueprints and diagrams, manuals, and regulations; speech and hearing for communicating instructions, information, and work requests. This work is performed indoors and outdoors in shop, facility and exterior settings.
MOBILITY AIDE

DEFINITION:

Under general supervision, to assist students with disabilities in performing exercises, and operating exercise and adaptive equipment; to transport disabled students on campus; to provide delivery services and other support for the program area; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is a basic working level classification assisting students with disabilities in exercise/adjunct restorative activities, and assisting in movement and transport. This classification is distinguished from Instructional Assistant by its focus on direct physical assistance.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Monitors and assists students with disabilities in various on-campus settings and activities including swimming pools, to assure their safety; notifies instructional staff or others of unsafe conditions;
- Provides assistance to students with disabilities in a variety of classroom, and physical exercise/adjunct restorative activities including swimming, stretching, aerobics, using weights and exercise machines; assists students in maintaining balance, mounting and dismounting equipment, entering water, remaining afloat, range of motion; provides special materials or services to students in classrooms;
- Transports students with disabilities to and from classes and campus bus stop using motorized tram, or pushing wheelchairs;
- Assists students in and out of wheelchairs; operates lifts;
- Reviews instructions of physicians and others, and discusses exercises with instructional staff, to verify appropriate exercises for students;
- In accordance with instructions of faculty, proctors exams and provides accomodations such as reading questions aloud, for students with special needs; terminates exams for students violating standards;
- Picks up/delivers mail, supplies and other materials, and performs related errands on campus;
- Provides limited office support such as answering phones and making appointments;
- Sets up and cleans exercise areas and equipment, and motorized trams;
- Provides back up coverage for other staff to cover breaks;
- Maintains basic records and files of work performed.

MINIMUM QUALIFICATIONS:

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Knowledge of:
Use and safe operation of assistive, mobility, exercise and adaptive equipment.
Pool safety and drowning prevention.
Basic record keeping practices.

Techniques for safe lifting and maneuvering.
Safe driving techniques for on-campus trams in pedestrian walkways.

Skill in:
Recognizing conditions which are unsafe and hazardous for individuals with disabilities.
Lifting and maneuvering individuals with disabilities safely.
Understanding and following oral and written directions.
Instructing others in the use of exercise and adaptive equipment.
Maintaining accurate logs and records.
Establishing and maintaining effective working relationships with those contacted in the course of the work, including working effectively with individuals experiencing frustration and communication limitations.

Other Requirements:

Must be able to complete certification in CPR.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and one year of experience working in a medical, adjunct therapy or other setting which has involved providing physical assistance to others. Ability to swim is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Physical strength and stamina to lift, transfer and move adults, and assist them in exercise; manual dexterity to operate vehicles and exercise/adaptive equipment; vision to drive in crowded pedestrian areas and read instructions; speech and hearing to detect warning signals and for giving and receiving instructions and routine information; ability to wade to chest depth and spend extended periods of time in chlorinated water; work outdoors in inclement weather. This work is performed indoors and outdoors in a variety of settings including in pools.

HRC&M, Inc.
MULTIMEDIA TECHNICIAN

DEFINITION:

Under general supervision, to organize and operate audiovisual and media resources for the College; to provide assistance in preparing and producing audio, video and television presentations; to design and install systems; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Advises and trains staff, faculty and other users in designing and producing presentations and recordings, and in using teleconferencing and other audio visual equipment;
- Installs, operates, maintains and troubleshoots technical/electronic equipment such as cameras, video recorders, satellite receivers, projectors, sound systems and test equipment; repairs breakdowns and malfunctions, and coordinates major repairs with vendors;
- Evaluates campus needs and interests to recommend technologies and products to pursue;
- Recommends the purchase of new equipment based on budget, cost, vendor reliability, warranties, and contracts for repair and service;
- Receives, catalogs, assembles and installs new equipment and furniture;
- Learns to operate new equipment, features and applications;
- Designs and installs closed circuit systems such as video and alarms in classrooms, and specialized equipment tailored to specific needs of the institution;
- Maintains television studio and assists faculty with student labs;
- Video-records as a service, both on and off campus for events such as orientations, promotional films and instructor lectures;
- Maintains current knowledge of technological trends and developments in hardware and software used in audiovisual systems; researches information using published media, attending conferences and vendor shows, networking with other college districts, and taking training seminars;
- Performs video and audio digital capturing and editing; duplicates audio and visual tapes and operates advanced computer peripherals related to multimedia;
- Checks out equipment to on and off campus users;
- Maintains equipment inventory and records, and prepares reports;
- Drives a vehicle in the course of work.

MINIMUM QUALIFICATIONS:

Knowledge of:
- Audiovisual services and working with users to solve problems.
- Video field production.
- Full range of audiovisual and media production equipment.
- Technology and product information sources and networks.

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Cable wiring and equipment setup.

Skill in:
Understanding user needs and communicating technical information to non-technical personnel.
Installing, operating and maintaining full range of audiovisual equipment.
Describing equipment problems and coordinating troubleshooting and repair with vendors.
Reading and interpreting drawings, schematics and manuals.
Researching technologies, products and applications, and applying information to campus needs.
Producing, editing and duplicating videotapes.
Working effectively with outside vendors.
Managing multiple projects.
Using personal computer and software with technical audiovisual applications.
Organizing equipment and following equipment maintenance schedules.
Establishes and maintains effective working relationships with those contacted in the course of work;

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Associate of Arts degree or Technical Certificate in media production or a related field, plus three years of audiovisual and media work experience.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Sight and color vision to view materials, read text, view computer screens, record and edit videos; speech and hearing to interview and train users, explain processes and communicate generally, to record and edit audio recordings and diagnose equipment problems; smell to detect toxic fumes and overheating equipment; manual dexterity, mobility and flexibility to assemble, install, operate and maintain equipment and furniture; and lifting up to 75 pounds to assemble, install and operate equipment. Environmental conditions include exposure to photo chemicals that can be toxic, exposure to dust and fumes and working at heights. This work is performed indoors in the college media center and classrooms, and outdoors when recording events.
OFFICE ASSISTANT

DEFINITION:

Under general supervision, to provide a variety of general clerical services, such as reception, typing, word processing, record keeping and filing in support of a campus office or service; to provide customer service to students and visitors; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Positions in this classification are characterized by the presence of relatively clear guidelines from which to make decisions and the availability of supervision under non-routine circumstances. Specific duties will vary depending on the office or service to which assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides first point of contact to students and visitors of an office or service of the College; answers questions by telephone or in person; and maintains student confidentiality when dealing with parents or others;
- Provides factual information regarding programs, services, activities and eligibility requirements;
- Schedules appointments for students with staff members or counselors;
- Conducts first level of screening to determine if students are suitable for available programs or services, assists student in completing applications; and notifies applicants of deadlines and activities;
- Answers incoming telephone calls and forwards, assists caller or takes a message as appropriate;
- Receives and screens visitors; and provides assistance, takes message or directs to other individual or department as appropriate; notifies staff and counselors of the arrival of students for appointments;
- Types a variety of documents including minutes, newsletters, flyers and correspondence;
- Helps students access campus services and equipment such as a computer, facsimile machine or copier;
- Processes forms such as payroll, purchase requisitions, course listings, schedules and others specific to the department;
- Sets up and maintains student files; compiles information from files and records, and prepares reports;
- Enters data into and maintains data bases containing student records; generates reports and audits for accuracy;
- Receives cash, issues receipts and processes invoices;
- Issues permits and cards such as parking permits, gas cards and meal tickets.
- May assist instructors with scoring tests and recording grades;

HRC&M, Inc.
Classified Job Description: Office Assistant
Page 2

- Additional duties may include opening and distributing mail, preparing materials for bulk mailing, processing outgoing mail and maintaining an inventory of office supplies;

MINIMUM QUALIFICATIONS:

Knowledge of:
Basic office practices and procedures including organizing and maintaining files and operating equipment.
Correct English usage, including spelling, grammar and punctuation.
Word processing, spreadsheet and database tools.
Business letter writing and standard formats for typed materials.
Policies, procedures, processes and forms related to the department to which assigned.

Skill in:
Providing helpful and efficient customer service.
Understanding and carrying out oral and written instructions.
Organizing and maintaining accurate records and files.
Completing detailed clerical work accurately, despite frequent interruptions.
Developing and maintaining effective working relationships with those contacted in the course of work.
Using initiative and judgement within established guidelines.
Using word processing and spreadsheet programs, and quickly learning specialized computer applications such as the scheduling program.
Prioritizing work and coordinating several activities simultaneously.
Applying processes, procedures and office support tasks related to the department or program to which assigned.

Other Requirements:
Specified positions must possess a valid California driver’s license and have a satisfactory driving record; and/or be willing to work shifts. Specified positions within this class may require certification of bilingual skill.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school with coursework or practical experience in basic office skills.
One year of general clerical or office assistant experience with customer service duties.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read computer screens and handwritten and printed documents; manual dexterity to operate computer keyboards and office equipment, and handle paper; speech and hearing to obtain and relay information; bending, mobility, flexibility and lifting up to 35 pounds to maintain supply stock and obtain or replace files and records. This work is typically

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performed in an office setting but may involve limited exposure to elements when picking up or delivering materials, and/or environmental exposures unique to a particular department setting, such as limited exposure to fumes associated with a particular process.
PAYROLL OFFICER

DEFINITION:

Under general direction, to prepare, review and process payroll for classified and certificated staff; to prepare related documents and records; to install salary schedules from negotiated contracts; to perform payroll and benefits accounting duties; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This position independently performs the full range of payroll preparation and related accounting functions within established accounting guidelines, laws and regulations.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

• Prepares, organizes and processes payroll; reviews and verifies records, documentation, procedures and reports; updates and maintains the payroll master file;
• Audits documents for completeness, accuracy, and conformance with policies and procedures;
• Designs and maintains complex spreadsheets to use as tools in tracking and projecting accounts including; benefits budgets, deductions, leave balances, and Section 125 deductions;
• Produces unscheduled manual or supplementary pay warrants, following payroll system procedures and auditing documentation;
• Implements campus-wide retroactive pay adjustments based on new contracts;
• Maintains and reconciles employee leave records and balances;
• Performs a variety of functions in the payroll system, including updates of the vendor file, job code listing, account conversion table, and hourly and daily rate records of STRS;
• Provides customer service as it relates to pay, benefits and leave balances; responds to inquiries from staff and management concerning payroll-related issues; applies policies, rules and procedures appropriately; and explains payroll adjustments;
• Compiles, researches and prepares a variety of periodic and special reports;
• Provides liaison to Santa Clara County Office of Education on a wide variety of payroll-related issues such as payroll adjustments, retirement coding, cancellation of paid warrants, and direct deposit problems;
• Receives and processes reports to initiate procedure for replacement of lost or stolen payroll warrants;
• Processes various periodic billings for services such as insurance and dues;
• Releases payroll and employment information to legally authorized agencies;
• Performs accounting-related duties on a back-up basis, such as reconciling bank
statements, processing refunds to retirees, processing insurance payments, and journal entries.

MINIMUM QUALIFICATIONS:

Knowledge of:
Applicable college policies; federal, state and education codes, laws, and regulations; and requirements pertaining to payroll.
General accounting and bookkeeping practices and procedures including knowledge of district and county requirements;
Standard office equipment including calculators, computers, typewriters and copiers.
Payroll processing and reporting systems.
STRS and PERS regulations and procedures as related to payroll and benefits processing.

Skill in:
Interpreting and applying payroll regulations and policies including tax withholding, benefit and retirement deductions, wage attachments, and voluntary deductions.
Data base, reporting software, advanced spreadsheet design and word processing.
Fast and accurate alpha-numeric data entry.
Performing arithmetic calculations rapidly and accurately.
Exercising independent judgement in identifying and resolving payroll and accounting problems.
Organizing work to meet strict deadlines and perform unexpected tasks.
Establishing and maintaining effective working relations with those contacted in the course of the work.
Maintaining confidentiality of employee salary information.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of college level coursework in accounting, and five years experience administering all phases of in-house payroll systems and applying California payroll regulations. Experience in an educational institution and/or with the Santa Clara County Office of Education’s payroll system is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read computer screens, and handwritten and printed documents; manual dexterity to operate keyboards and manipulate papers; speech and hearing to obtain and relay information; bending and reaching to obtain or replace files and records. This work is performed indoors in a typical office environment.

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PROGRAM SERVICES SPECIALIST

DEFINITION:

Under general supervision, to provide administrative, liaison and program support services for students in specialized College programs; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification performs administrative, technical and office support work in coordinating one or more of the College's student support services programs, working with a program manager. Responsibilities of this class include student and program advocacy, outreach and recruitment, and administrative functions such as budget projection and monitoring, maintaining and updating detailed records and financial accounts, and preparing periodic and special reports including those to the Chancellor's office. Assignments require incumbents to exercise judgement within established program and College guidelines. This class differs from Senior Program Services Specialist in that the latter independently provides such support for the most complex and critical programs.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Serves as liaison with, and represents the college's program to, external agencies on matters related to program funding, inter-agency program cooperation, services to or needs of specific clients/students, mandates, referrals, and other cooperation and coordination;
- Serves as liaison and contact with college staff regarding student needs, assistance, status and progress, special accommodations, program capabilities and limitations, production of materials, and related program matters;
- Reads and interprets program regulations and drafts objectives, plans and procedures to ensure compliance;
-Drafts and monitors the budget for the assigned program area; maintains expenditure records and prepares reports; works with the business office to resolve discrepancies; performs special budget tracking related to funding requirements; prepares invoices;
- Collects, compiles, summarizes and analyzes program, student and client statistics; inputs to computer and maintains data bases for data tracking, reporting, communication, and outreach;
- Prepares a variety of informational and required reports on program statistics, services, and activities;
- Prepares a variety of written materials including correspondence, reports, brochures, publications, and other materials, working in collaboration with college departments and programs;
- Determines eligibility of students for program services and benefits;

HRC&M, Inc.
Classified Job Description: Program Services Specialist
Page 2

- Recruits students for program services and college attendance through program benefits;
- Provides program orientations for students, and explains policies, procedures and requirements to students and others;
- Monitors student/client status, needs and progress;
- Confers with, advises and assists students on a variety of school, personal and program-related issues, decisions and processes and makes referrals;
- Identifies appropriate resources and services within the college and community, and assists students/clients by arranging appointments, assisting with applications, discussion with referral agency or individual, and other coordination;
- Makes presentations to various groups to promote program utilization and understanding of issues related to the program and the individuals it serves;
- Arranges or prepares and conducts special training for students/clients, college staff, and others;
- Coordinates special events related to the program such as conferences and workshops;
- Identifies, obtains and maintains special resources for students/clients served and staff;
- Attends, conducts and/or participates in a variety of committees and meetings;
- Provides a variety of responsible office support for the program.

MINIMUM QUALIFICATIONS:

Knowledge of:
Federal, state and other regulations pertaining to the program area.
Procedures and requirements for student program eligibility.
Program and service needs of students served by the program area.
Principles and practices of program planning, budgeting and monitoring.
Computer use and desktop applications software pertinent to the assigned area.
English grammar, spelling and punctuation.

Skill in:
Planning and delivering effective oral presentations to groups.
Reading, interpreting and applying regulations, policies, and procedures related to the program.
Planning and tracking program budgets.
Drafting and implementing program plans, objectives and procedures.
Representing the program at a variety of internal and external committees and meetings.
Establishing and maintaining a variety of records, data and required reports.
Preparing effective written reports and correspondence.
Planning and coordinating special events related to the program.
Establishing and maintaining effective working relationships with those contacted in the course of the work, including working with students with special needs.

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record; specified positions within this class may require certification of bilingual skills.

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ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree with major coursework in business or public administration, or an area which would provide program-specific knowledge and skills, and two years of experience in program administration, analytical or instructional support.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Speech and hearing to communicate effectively in individual and group settings; manual dexterity to operate keyboards and manipulate papers; vision to read text, forms and computer screens; mobility to travel to committee meetings and conferences off campus.
PURCHASING AGENT

DEFINITION:

Under general direction, to provide centralized purchasing services to the College; to procure a wide variety of materials, supplies, equipment and services for administrators, faculty and staff; to expedite orders and troubleshoot related problems; to prepare bid specifications, documents and contracts; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Reviews requisitions, places orders, obtains telephone or letter quotations and prepares purchase requests for goods and services;
- Writes and issues contracts, Requests for Contracts (RFCs) and Requests for Proposals (RFPs); maintains related documents including bid files;
- Prepares and administers Requests for Bids (RFBs) including preparing legal advertisements; provides bid packages to interested vendors; analyzes bids received and recommends award;
- Ensures compliance with Public Contract Code and Education Code provisions related to procurement;
- Responds to special needs of internal and external customers;
- Assists in developing and implementing goals, policies, procedures and work standards for purchasing; monitors developments related to purchasing matters;
- Recommends and implements purchasing policy and procedural improvements; evaluates their impact upon College operations;
- Confers with College management and faculty regarding purchasing problems;
- Develops lists of vendors and sources of supply; implements DBE/WBE vendor programs; updates, maintains and reviews vendor files for valid tax information, eliminates duplicate records, and merges files when appropriate; updates, maintains, and reviews vendor data base;
- Expedites shipments and resolves delivery and billing problems; processes receiving documents and forwards invoices to Accounts Payable Department;
- Maintains records and prepares a variety of periodic and special reports;
- Oversees service contracts such as copier maintenance agreements, and programs for credit and telephone cards;
- Represents the College in meetings with business organizations, vendors, suppliers and contractors.

MINIMUM QUALIFICATIONS:

Knowledge of:
Basic purchasing procedures from securing quotes to closing orders.

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Public purchasing practices, including competitive bidding procedures.
Fundamental budgeting principles and practices.
Applicable laws and regulations including the Public Contract Codes and Educational codes.
Standard price and purchasing reference sources for materials and supplies.
Basic data processing tools applied to the purchasing function.
Contract development and public agency file maintenance.

Skill in:
Exercising sound judgment within procedural and policy guidelines.
Establishing and maintaining effective working relationships with those contacted in the course of work; ability to handle demands and special requests of a diverse group of internal and external customers.
Providing Customer Service.
Representing the College effectively in meetings with others.
Maintaining accurate records and preparing clear, concise and competent reports, correspondence and other written materials.
Recommending improved purchasing procedures.
Using word processing and spreadsheet tools, and computer based purchasing system
Developing public contract bid documents and preparing contracts.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree in purchasing, business or public administration, accounting or a related field plus two years of responsible purchasing experience working with public contract and Educational Codes. Experience in a public agency or education setting is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision sufficient to read documents and computer terminal displays; speech and hearing to communicate in person and by telephone; manual dexterity to use a variety of office tools, equipment, and computer keyboards, and to manipulate papers; physical ability to load and unload, pack and unpack supplies and materials; to bend, crouch and reach to stock items; and to lift and carry up to 35 pounds. This work is performed indoors under general office conditions and occasionally involves site visits.
REPROGRAPHICS OPERATOR

DEFINITION:

Under general supervision, to provide centralized reprographics services to College faculty, staff and students; to plan production in response to volume and deadlines; to maintain equipment in proper working order; to maintain a sufficient inventory of supplies and materials; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Reviews duplicating orders arriving by mail, phone and email and estimates completion time considering size, complexity and competing projects;
- Advises users on cost-effectiveness of requested job approach, and alternatives;
- Plans daily work schedule to accommodate work volume and deadlines;
- Operates digital copying machines, maintains their operating condition, makes minor adjustments and repairs, and decides when to contact a technician for repair or instruction;
- Operates paper cutter, folder, drill, binding machine and stapler to make booklets; and operates a pad to glue various types and sizes of paper;
- Evaluates equipment performance, requests and coordinates maintenance, and advises management on equipment repair/replacement decisions;
- Establishes standards for submitting orders such as amount of advanced notice required and information that must be included;
- Resolves workload conflicts with an understanding of what jobs generally take priority over others;
- Prepares course materials to be sold in campus bookstore, ensuring compliance with copyright procedures; completes and records information and prepares purchase orders for billing;
- Ensures the security of work produced such as by wrapping confidential and thesis materials, and ensuring the proper persons pick up completed work;
- Drives a vehicle to deliver large orders to campus locations;
- Maintains inventory of supplies required to run the department;
- Purchase supplies and materials within established budget, shopping for price and quality;
- Reviews all materials to ensure compliance with copyright rules;
- Maintains records and prepares reports of work completed.

MINIMUM QUALIFICATIONS:

Knowledge of:
Qualities and uses of various types of paper stock and inks.
Function, operation and maintenance of duplicating equipment.

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Basic use of personal computer including communications, word processing and spreadsheets. Office organization and record keeping.

Skill in:
Providing excellent customer service including negotiating customer requests; resolving conflicting deadlines; and working effectively with persons of diverse backgrounds. Operating reprographics equipment including copiers and machines used for collating, folding, binding, trimming, stapling and print production processes. Basic math for calculating orders for materials based on size and complexity of projects. Referring to and reading operating manuals to learn features and techniques of equipment use. Maintaining records and preparing reports.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.

**ILLUSTRATIVE EDUCATION AND EXPERIENCE:** A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school, and two years of experience in a busy, high volume reprographics center.

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

Sight to view materials; read text and computer screens, and drive a vehicle; color vision to select and match colored paper; hearing and speech to communicate with customers, clarify orders, explain processes and troubleshoot equipment problems; smell to detect toxic fumes, overheating equipment, and fire danger; manual dexterity to operate machines and handle materials; lifting up to 50 pounds to store and deliver supplies and materials; mobility and flexibility to operate and maintain equipment and to move among counter and equipment and deliver orders; sitting to review work and materials, operate computer and complete paperwork; working in exposure to chemicals, fumes and unpleasant odors, some of which are toxic; noise and safety hazards of equipment. This work is performed indoors in the college’s reprographics center and outdoors delivering orders by vehicle.
SENIOR ACCOUNTANT

DEFINITION:

Under general direction, to perform advanced professional accounting work in the preparation and maintenance of College accounting procedures and records; to provide lead supervision to business services staff; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is the advanced level in the professional accounting series. In addition to the full scope of professional accounting duties, positions at this level provide lead supervision to accounting staff, participate in the development and implementation of new standards and requirements, and perform the more advanced and complex professional accounting duties. This class is distinguished from Director, Business Services in that the latter has overall managerial responsibility for accounting and fiscal services.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides lead supervision to other accounting staff; provides assistance and training; supervises the business services staff in the absence of the Director, Business Services;
- Assists in the implementation of new accounting standards and requirements; installs new accounting systems and procedures and instructs others on their use;
- Assists departments with their budgets, reporting requirements and use of accounting software; assists in preparation of tentative and adopted budgets;
- Maintains the automated collection system, analyses monthly reports, prepares and presents semi-annual reports;
- Conducts internal audits and assists with field audits on an assigned basis; audits each payroll; corrects posting errors and distributes payroll to the General Ledger; processes payroll in the absence of the payroll officer;
- Reviews accounting documents to ensure accuracy of information and calculations and makes correcting entries;
- Examines supporting documentation to establish proper authorization and conformance with agreements, contracts, and state and federal regulations;
- Prepares and maintains control and subsidiary accounting records involving a variety of transactions and accounts;
- Prepares trial balances and financial reports;
- Prepares journal entries and periodic reconciliations of general ledger, journal, subsidiary accounts, credit card and bank statements;
- Compiles and prepares financial statements, general and subsidiary ledgers and supporting schedules;
- Maintains expenditure and budgetary control accounts;

HRC&M, Inc.
Classified Job Description: Senior Accountant
Page 2

- Maintains check management system, reconciles cash held by the college to pooled cash held by the county controller; prepares cash transfers and loans between funds;
- Maintains and updates asset records; calculates and records capitalization of expenditures and deletion of fixed assets; calculates depreciation expense; prepares payments and maintains records on lease-purchase equipment;
- Prepares grant accounting and prepares required financial reports;
- Maintains complete accounting recordkeeping on state, county and other funding sources;
- Performs cost and rate studies and analyzes cost factors.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles and practices of public sector accounting in a college setting.
Fundamental concepts and basic methods of internal auditing.
Systems and methods of budget development, tracking and monitoring.
Accounting systems and procedures; GAAP; GASB.

Skill in:
Preparing and analyzing complex financial documents.
Reading, interpreting and applying complex accounting codes and regulations.
Establishing and maintaining effective working relationships with those contacted in the course of the work.
Working with advanced spreadsheet features and word processing software.
Extracting and analyzing data from accounting system.
Exercising sound independent judgement within established guidelines.

Other Requirements:

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Equivalent to graduation from a four year college or university with 15 units in accounting, finance, business administration, or a closely related field and four years of professional accounting experience, preferably in a public agency or education setting.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Manual dexterity to operate keyboards and manipulate papers; speech and hearing to communicate effectively; vision to read text, forms and computer screens. This work is performed indoors in a typical office environment.

HRC&M, Inc.
SENIOR CHILD DEVELOPMENT CENTER TEACHER

DEFINITION:

Under general direction, to assume responsibility for the Child Development Center (CDC) in the absence of the Director; to lead the work of others in the daily operations of the CDC; to develop age-appropriate curriculum that meets State funding terms and conditions for child development programs; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Senior CDC Teacher is distinguished from CDC Teacher in that it functions as a lead worker, is in charge of the center in the absence of the director, and has additional responsibilities for Assistant CDC Teachers and student/parent workers. This work occurs in a child development laboratory class setting within the Child Development Center.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Assists the Director with the administration of the CDC and assumes management responsibilities in the Director’s absence;
- Provides lead direction for the daily operations of the child development center, coordinating and scheduling staff and activities, and assigning and monitoring work;
- Designs, plans and implements developmentally age-appropriate curriculum according to State funding terms and conditions for child development programs, and Center goals and objectives, for a diverse population of children from various racial, ethnic, cultural, economic, social and religious backgrounds;
- Consults, confers and collaborates with certificated faculty to plan curriculum that promote each individual child’s developmental needs;
- Ensures that children’s safety, inside and outside the classroom, is given high priority;
- Consults with outside entities such as Child Protective Services when they are involved in a child’s case; and corresponds with State Department regarding CDC issues, children’s admissions and parents’ requirements;
- Works with Parenting Club to plan events, arrange community speakers for parents and children, and to guide parents in how they can volunteer their time in the classrooms;
- Writes memos, letters and news bulletins to keep parents informed;
- Manages the book club membership;
- Purchases materials to meet classroom needs, within budget;
- Conducts entry assessments, health checks and on-going developmental evaluations of children;
- Documents incidents and each child’s daily behavior and activities, and confers with parents, faculty and staff regarding child’s needs and behavior;
- Prepares and presents activities and learning materials involving areas such as music,
perceptual motor skills, health education, science, creative arts, social studies and language arts;

- Models appropriate behavior to adult students, including teaching and classroom management techniques; assigning and monitoring their work; and directing them in developing effective relationships with pre-school children;
- Instructs children individually and in small groups, and supervises play and learning activities in the Center and its playground;
- Assists children with personal care, personal hygiene and in learning manners, such as when having lunch with others around a table;
- Moves and arranges furniture and equipment for various activities; assists with laundry and other activities to maintain the center in sanitary and pleasant condition;
- Maintains children's records and prepares reports;
- Ensures compliance with licensing requirements, assists in completion of the annual self-review, the CMR review, CCFP review, and other regulatory requirements;
- Provides routine and emergency first aid;
- Operates office and audio-visual equipment;
- Participates in staff and planning meetings and workshops;
- Plans and arranges special events such as theme parties and field trips;

MINIMUM QUALIFICATIONS:

Knowledge of:
Fundamentals of work supervision.
Licensing and funding terms and conditions applied to the CDC.
Theories and principles of early childhood growth, development and education.
Techniques, methods, equipment and materials used in pre-school instruction.
General needs and behavior of children from various ethnic, racial, cultural, economic, social and religious backgrounds.
Health, safety and nutritional requirements of pre-school children.
Techniques and methods of first aid.
Fundamentals and practices of behavior modification and positive discipline.

Skill in:
Assigning, directing and monitoring the work of teachers and other workers; reviewing work and giving feedback.
Planning and scheduling work, assigning teachers and workers to classrooms.
Researching, planning and implementing age-appropriate curriculum.
Assessing and evaluating child development.
Modeling exemplary teaching behavior and techniques.
Teaching and caring for pre-school children and planning, organizing and directing their activities.
Establishing and maintaining effective working relationships with pre-school children, their parents, adult students and staff.

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Understanding, implementing and giving oral and written instructions.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; a valid California Children’s Center Teacher or Child Development Center teacher permit and certificates in CPR, First Aid and Pediatric Infectious Diseases; must be able to pass fingerprint clearance, physical and tuberculosis test.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

At least 24 college credits in early childhood education or child development, including 3 units in infant and core classes required per the State Department of Education Child Development Matrix, plus 16 general education units to meet teaching permit requirements, and two years of experience as an instructor of pre-school or infant/toddler children. Previous lead responsibility is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Speech to instruct, direct and/or communicate with children, staff and parents; hearing to monitor center activities and for normal communication; vision to read text and computer screens and to monitor and observe operations and behavior; mobility and flexibility to supervise, interact with, instruct and lead activities for children; lifting up to 50 pounds to comfort and control children; running to control and retrieve children; manual dexterity to demonstrate object manipulation and lead other instruction involving manual skills; working in exposure to bodily fluids and bacterial contamination. This work is performed indoors and outdoors in a child development center with an outdoor playground, and on field trips.
SENIOR COMPUTER HARDWARE/SOFTWARE TECHNICIAN

DEFINITION:

Under general direction, to install, configure, evaluate, test and maintain district computer networks, hardware, software, peripherals and telecommunications equipment; to provide support to end-users of stand-alone and network application programs and systems; to provide lead direction to computer hardware/software technicians; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from Computer Hardware/Software Technician by the performance of more advanced and difficult duties such as responsibility for networks, and by responsibility for overseeing the work of the lower level classification.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Plans, designs, implements, troubleshoots, maintains and provides support for all campus Local Area Networks and data communications;
- Installs, upgrades, troubleshoots and repairs local and wide-area networks and telecommunications hardware, software, cabling and wiring; monitors and fine tunes network and telecommunications performance;
- Plans, schedules and performs user support activities related to computer networks, hardware and software;
- Provides lead direction to Computer Hardware/Software Technicians, assigning, coordinating and reviewing work, and resolving technical questions;
- Confers with hardware and software vendor to obtain information, resolve problems, and arrange and conduct demonstrations and evaluations;
- Maintains records and prepares various documents and correspondence;
- Attends and participates in meetings related to planning and maintaining college computer systems;
- Maintains up-to-date knowledge of technical issues and advances in local and wide area networks, computer hardware, operating systems and software, telecommunications, and peripherals.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles, theories, methods, materials, media and equipment used in the design, installation, operation and maintenance of LAN and WAN technologies and telecommunications including operating systems applications, protocols, topologies and network security.

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Principles, practices and terminology of information technology including telecommunications, hardware and peripherals, scanners, digital cameras and printers.

PC and MacIntosh desktop environments, operating systems, and applications software including various versions of Windows, Microsoft Office, Internet Explorer, Netscape, Acrobat, Mac OS, and Mac Office.

Server operations including e-mail, web, network monitoring, disaster recovery, file, print and database services including operating systems such as HP-UX, Linux, Solaris, and WIN/2000.

Methods and procedures used to repair, maintain and replace hardware components including network equipment, motherboards, CPU’s, physical storage, bus types and architecture.

Help desk technical support and problem resolution skills in a call center environment.

English grammar, spelling and punctuation.

Skills in:
Working independently in an environment with multiple demands and frequent interruptions, while meeting schedules and timelines; working sensitively with diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.

Developing, installing, troubleshooting, repairing and maintaining computer systems including networks, servers, desktop computers, peripherals, and telecommunications.

Coordinating and reviewing the work of others.
Providing effective end-user technical support and training.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; must be available to work variable schedules as required in support of technical projects and procedures.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Two years of college, trades school or training program coursework in computer science, electronics or a related field, and two years of increasingly responsible experience maintaining and repairing networks, computers, software applications and telecommunications equipment, and providing technical user support services.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read printed material and computer screens; color vision to differentiate wiring and electronic components; speech and hearing to communicate in person and by telephone; smell to detect wiring shorts and failures; manual dexterity to operate a computer keyboard, use small tools and move computer equipment; mobility, flexibility and strength to lift up to 50 pounds to move, install and operate computer equipment. Environmental conditions include working under typical office conditions with exposure to dust and allergens; working at heights; and responding to emergency system and equipment failure. This work is performed indoors at campus computer center, in classrooms and various satellite campus locations.

HRC&M, Inc.
SENIOR DEPARTMENTAL ASSISTANT

DEFINITION:

Under general direction, to provide primary administrative, technical and secretarial support to a College Dean; to support the faculty and staff of the division; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This class is distinguished from other administrative and secretarial jobs in that incumbents provide administrative, technical and secretarial support to a Dean or Administrator. Responsibilities at this level generally include coordinating the scheduling of classes and facilities for the division, and providing an advanced level of support in preparing and administering the annual division budget. Specific responsibilities vary depending on the division to which assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides administrative assistance to the Dean, faculty, staff and students of a College Division;
- Coordinates daily office operations; monitors projects and activities;
- Screens visitors and telephone calls; provides information and assistance, often requiring the interpretation of policies and procedures;
- Prepares division wide class schedules each semester/summer; produces and maintains room chart that documents scheduling decisions and information;
- Coordinates scheduling activities with departments; compiles department information; assigns room and times for classes; and resolves room assignment conflicts;
- Assigns instructional classroom use, and schedules assessments and orientations for various programs;
- Compiles and reviews information regarding faculty teaching assignments; performs a variety of calculations such as work loads; facilitates problem solving with appropriate staff; and processes changes;
- Enters scheduling data and faculty assignments into a computer based scheduling program;
- Monitors division budgets; maintains financial records showing allocation of expenditures and account balances;
- Prepares and processes purchase requisitions and collects receipts; departments; obtains approval for expenditures; recommends and processes transfers of funds;
- Retrieves budget reports from accounting system and distributes to departments;
- Administers committees; schedules meetings; disseminates information; records and transcribes meeting minutes;
- Arranges for substitute instructors as needed;

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• Assists instructors with textbook ordering, including obtaining review copies of materials;
• Researches and compiles a variety of informational materials from sources both inside and outside the office;
• Types drafts and a variety of finished documents, including instructional materials such as schedules, course descriptions, tests, correspondence and reports; reviews finished materials for completeness, accuracy, format, compliance, and English usage;
• Composes correspondence and develops division reports for signature of management, supervisory, professional or instructional staff; works from notes, brief instructions or prior documents;
• Schedules appointments for Dean and maintains calendar; schedules and arranges Division meetings; and schedules facilities use by college staff or outside agencies;
• Makes travel arrangements and reservations;
• Keeps records for Dean, faculty and staff; tracks support staff absences; produces leave, vacation and sick leave reports; routinely purges files of information no longer appropriate or needed;
• May train, direct and review the work of student assistants and paid support staff.

MINIMUM QUALIFICATIONS:

Knowledge of:
Standard office administrative and secretarial practices and procedures.
Proper formats for a variety of correspondence, reports and other documents.
Personal computer applications software including spreadsheets and word processing.
Correct English usage, including spelling, grammar, punctuation and vocabulary.
Budgeting fundamentals.
Standard business arithmetic.
Comprehensive understanding of the structure and operations of a community college.
Technical knowledge of programs, facilities, services and curriculum.

Skill in:
Providing an advanced level of support to executive and management staff.
Project planning and coordination.
Using initiative and independent judgment within established guidelines.
Composing original correspondence from brief instructions.
Understanding and interpreting a variety of written information, including policies, procedures and regulations.
Proficiency in word-processing, spreadsheets, and basic desktop publishing, and in specialized software used in scheduling.
Organizing work in a demanding, hectic environment, meeting critical deadlines and solving problems quickly and decisively.
Strong speaking, writing and conversational skills.
Protecting the confidentiality of sensitive information.
Establishing and maintaining effective working relationships with those contacted in the course of work;
Other Requirements:
Some positions in this class may be required to possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of high school and at least two years of experience in an administrative support position in a very busy management or executive office; experience in an educational institution is desirable.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read computer screens, and handwritten and printed documents; manual dexterity to operate keyboards and manipulate papers; speech and hearing to communicate in person and by telephone; bending and reaching to obtain or replace files and records. This work is performed indoors in a typical office setting.
SENIOR INSTRUCTIONAL PROGRAM SPECIALIST

DEFINITION:

Under general direction, to coordinate an area or center of instructional program assistance; to directly provide a variety of instructional and program assistance to students; to provide related support to instructors and/or program areas; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from Instructional Program Specialist by responsibility for coordinating the day-to-day operations of an instructional assistance program or support center. This classification may provide lead direction to other Instructional Program Specialists.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Plans, develops, implements and coordinates the day to day operations of an area of instructional program assistance such as the computer center or tutoring center;
- Works with deans, faculty and other staff to ensure provision of appropriate services, materials and equipment, and that student and faculty needs are met; attends a variety of meetings, training and committees;
- Prepares annual draft budget recommendations including justifications, for an assigned center; tracks expenditures and monitors budget adherence; notifies appropriate management staff of spending allocation issues; prepares budget transfers as approved;
- Recruits, interviews, selects, trains, evaluates and supervises students providing tutoring or other student assistance positions; may provide lead direction to other employees;
- Recommends equipment, furniture, supplies and materials for assigned center, processes paperwork, and purchases and installs items and software as approved;
- Ensures working condition and availability of equipment and materials;
- Develops manuals, procedures, training materials, workbooks, and other materials for use by student tutors and assistants, and students using the center;
- Plans, schedules and coordinates staffing for center hours of operation;
- Coordinates with other related centers, programs and services to optimize services;
- Provides individual and group assistance for students in assigned learning assistance center, including explanation of concepts, materials, techniques and rules of subject matter area, use of equipment, computers and software, reviewing the work of and assisting students;
- Assists in marketing services to students; identifies other program and support resources of benefit to students, assists in referrals, and coordinates appointments;
- Monitors, documents and reports pertinent issues related to student progress, attendance, performance and concerns; prepares and maintains a variety of logs, files, records and reports.

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MINIMUM QUALIFICATIONS:

Knowledge of:
Basic administrative methods including budgeting, purchasing, and lead supervision.
Principles, theories, methods, resources and equipment of the specialized instructional/program
area, at the community college level.
Methods and techniques of instructional, learning, and/or program area assistance, and tutoring.
Special needs, techniques and/or adaptive equipment for working with special populations.
Use and operation of standard office equipment including desktop computers and common
applications software, copiers, scanners, fax, telephone, etc.
Basic records management, data recording and report preparation methods and procedures.
Correct English grammar, spelling and punctuation.

Skill in:
Planning and coordinating daily operations of an assigned learning assistance center.
Providing lead supervision.
Applying instructional methods and procedures.
Reading, understanding and presenting technical and specialized course materials.
Operating and training others in the use of specialized equipment, computers, software,
materials and procedures within area of assignment.
Establishing and maintaining effective working relationships with those contacted in the course
of the work, including adapting information and interaction to special population needs.
Maintaining clear and accurate records, logs, files, databases and other materials; preparing
clear and concise reports, correspondence and other written materials.
Understanding and following oral and written instructions.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge
and skill is a combination of education and experience equivalent to:

Possession of an Associate of Arts degree with major coursework related to the area of
assignment, and two years of experience at a level equivalent to Instructional Program
Specialist with Gavilan College.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read and/or operate computer screens, texts, instructions, lab equipment, and related;
speech and hearing for normal communication; manual dexterity to manipulate papers, and
operate computer keyboards, standard office equipment, and specialized learning assistance
equipment related to the area of assignment. May require color vision. This work is performed
primarily indoors in learning assistance center settings.

HRC&M, Inc.
SENIOR LIBRARY TECHNICIAN

DEFINITION:

Under general direction, to provide technical and specialized library support services in acquisitions and cataloging; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is the specialist classification of the library service support series. Incumbents provide information and assistance in such technical areas as acquisitions and cataloging, and limited reference, and exercise considerable independence and judgment within established guidelines.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Assists the library staff, students, faculty and others in matters that may require the use of judgment and the interpretation of policies, rules and procedures; provides limited reference assistance;
- Catalogs library materials, including, books, periodicals, videos and software;
- Prepares magazines for bindery and maintains subscriptions for periodicals;
- Processes all new incoming books and instructional materials including stamping, accessioning, labeling and security striping;
- Compiles new book lists and subject matter bibliographies; maintains acquisition and order files; maintains and updates catalog files, shelf list files and accession number files;
- Purges collections of superseded editions and multiple copies;
- Receives and processes requests for new acquisitions;
- Enters and retrieves data from databases and generates reports;
- Sorts and inspects library materials to determine need for mending, cover replacement or binding; makes repairs or arranges for specialized repair;
- Drafts and types routine correspondence, reports, forms and specialized documents;
- Proofreads and checks typed and other materials for accuracy, completeness and compliance with departmental policies and regulations;
- Processes interlibrary loans;
- Follows up on library materials ordered; maintains and reconciles purchasing records;
- Attends to a variety of library administrative details such as ordering supplies, arranging for the repair of equipment, transmitting information, and keeping reference materials up to date;
- Supervises the training and work of student workers.
MINIMUM QUALIFICATIONS:

Knowledge of:
- Library of Congress Cataloging method, MARC format and AACRR2.
- Educational library technical services, practices and terminology.
- Technical procedures in library acquisitions and cataloging.
- Standard office practices, methods and equipment,
- Computer applications and software programs used in library support work.
- Business arithmetic, including percentages and decimals.
- Correct English usage, including spelling, grammar and punctuation.
- Procedures and practices of record keeping and bookkeeping.

Skill in:
- Performing technical library support work involving acquisitions and cataloging.
- Library automation tools, spreadsheet and word processing programs.
- Using sound independent judgment within established guidelines.
- Establishing and maintaining effective working relationships with those contacted in the course of work, including college students.
- Organizing work, setting priorities and coordinating work activities.
- Reading and interpreting rules, and applying policies and procedures.
- Training and overseeing student workers.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Associate of Arts degree or community college certificate in a library science or a related field, and two years of work experience as a library technician.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Climbing, reaching, stooping and kneeling to shelve books and locate materials; lifting and carrying up to 35 pounds; manual dexterity to operate keyboards and other library equipment; speech and hearing to communicate with library patrons; vision sufficient to read computer screens and fine text. This work is performed indoors in a library environment.
SENIOR PROGRAM SERVICES SPECIALIST

DEFINITION:

Under general direction, to provide advanced administrative, liaison and program support services for students in specialized College programs; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification independently performs difficult and complex administrative, technical and office support work in coordinating multiple or higher-impact College student support services programs, working with a program director, dean or vice president. Responsibilities of this class include student and program advocacy, outreach and recruitment, and administrative functions such as budget projection, allocation and monitoring, maintaining and updating detailed records and financial accounts, and preparing periodic and special reports including those to the Chancellor’s office. Assignments at this level require incumbents to exercise discretion and independent judgement within general program and College guidelines. Positions in this class may provide lead direction to others.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Serves as liaison with, and represents the college’s program to, external agencies on matters related to program funding, inter-agency program cooperation, services to or needs of specific clients/students, mandates, referrals, and other cooperation and coordination;
- Serves as liaison and contact with college staff regarding student needs, assistance, status and progress, special accommodations, program capabilities and limitations, and related program matters;
- Provides highly specialized support to management and faculty and/or their committees;
- Reads and interprets program regulations, evaluates program operations, and drafts objectives, policies, plans and procedures to ensure program compliance and success;
- Drafts and monitors the budget for the assigned program area; maintains expenditure records and prepares reports; works with the business office to resolve discrepancies; performs special budget tracking related to funding requirements; prepares invoices;
- Collects, compiles, summarizes and analyzes program, student and client statistics; inputs to computer and maintains data bases for data tracking, reporting, communication, and outreach;
- Prepares a variety of informational and required reports on program statistics, services, and activities;
- Prepares a variety of written materials including correspondence, reports, brochures, recruitment, outreach and other materials, working in collaboration with college departments and programs;

HRC&M, Inc.
Classified Job Description: Senior Program Services Specialist

Page 2

- Determines eligibility of students for program services and benefits;
- Recruits students for program services and college attendance through program benefits;
- Provides program orientations for students, and explains policies, procedures and requirements to students and others;
- Monitors student/client status, needs and progress;
- Confers with, advises and assists students on a variety of school, personal and program-related issues, decisions and processes and makes referrals;
- Identifies appropriate resources and services within the college and community, and assists students/clients by arranging appointments, assisting with applications, discussion with referral agency or individual, and other coordination;
- Makes presentations to various groups to promote recruitment, program utilization and understanding of issues related to the program and the individuals it serves;
- Arranges or prepares and conducts special training for students/clients, college staff, and others;
- Arranges for instructors for specialized programs and service areas;
- Coordinates special events related to the program such as conferences and workshops;
- Identifies, obtains and maintains special resources for students/clients served and staff;
- Attends, conducts and/or participates in a variety of committees and meetings;
- Provides a variety of responsible office support for the program.

MINIMUM QUALIFICATIONS:

Knowledge of:
Techniques of lead supervision.
Federal, state and other regulations pertaining to the program area.
Procedures and requirements for student program eligibility.
Program and service needs of students served by the program area.
Principles and practices of program planning, budgeting and monitoring.
Computer use.
English grammar, spelling and punctuation.

Skill in:
Providing lead supervision to others.
Evaluating programs, identifying needs, and planning and implementing (a) complex program area(s) goals, objectives, policies and procedures.
Planning and delivering effective oral presentations to groups.
Reading, interpreting and applying regulations, policies, and procedures related to the program.
Planning and tracking program budgets.
Representing the program at a variety of internal and external committees and meetings.
Establishing and maintaining a variety of records, data and required reports.
Preparing effective written reports and correspondence.
Planning and coordinating special events related to the program.
Establishing and maintaining effective working relationships with those contacted in the course of the work, including working with students with special needs and requirements.

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Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record; specified positions within this class may require certification of bilingual skills.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree with major coursework in business or public administration, or an area which would provide program-specific knowledge and skills, and three years of experience in program administration, in an educational setting.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Speech and hearing to communicate effectively in individual and group settings; manual dexterity to operate keyboards and manipulate papers; vision to read text, forms and computer screens; mobility to travel to committee meetings and conferences off campus.
STUDENT ASSESSMENT SPECIALIST

DEFINITION:

Under general supervision, to organize, coordinate, administer and score assessment exams related to placement, financial aid, and other college-related assessment issues; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is a single position classification administering and coordinating testing and assessment of incoming students and others to support students and college counseling faculty and staff. This classification requires careful adherence to established testing standards to ensure validity and accuracy of results, but does not interpret results to students.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Schedules assessment administration in consultation with other areas, and reserves appropriate facilities; coordinates with other entities for off-site testing;
- Obtains and prepares necessary testing instruments and materials for placement, ability to benefit and other assessment areas defined by the college and assessment field;
- Verifies identification of test takers, administers test instructions, and proctors exams in accordance with established testing standards and instructions; terminates exams for students violating rules;
- Scores or provides for automated and manual scoring of assessment instruments and uploads results; forwards results to advisors, counselors, faculty, financial aid or others, and notifies students of results by request;
- Prepares and disseminates materials advertising test dates and requirements;
- Makes appointments for student testing and issues reminders;
- Assists in identification, review and evaluation of new tests or tests being considered for use working with institutional researcher;
- Maintains inventory and security of assessment materials, ordering supplies as approved;
- Operates test scoring and standard office equipment such as desktop computer, fax, and copier;
- Prepares test rosters, and maintains other files and records;
- Coordinates with faculty and other departments regarding test results and provision of follow up services; consults with peers at other institutions;
- Assists in promoting various college programs and services;
- Performs various clerical duties in support of the area such as filing, reception, handling routine information inquiries, and related;
- May train and direct the work of students and other temporary helpers.

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MINIMUM QUALIFICATIONS:

Knowledge of:
Basic techniques and instruments for assessing aptitude, ability, academic placement, and benefits.
Use of test scoring equipment and computers.
Business English and arithmetic.
Standard office practices and procedures, including filing and the use of office equipment.

Skill in:
Planning, organizing and scheduling multiple testing and assessment services to serve other college departments.
Administering instructions and rules clearly and consistently.
Establishing and maintaining effective working relationships with those contacted in the course of the work.
Operating computers and other office equipment including automated test scoring equipment.
Maintaining test security and confidentiality.
Maintaining accurate records and files.

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree with course work in testing, assessment, statistics or a related field, or two years of experience conducting assessment and testing.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision including color vision to distinguish alternate test forms, read instructions and computer screens; speech and hearing to administer instructions and respond to questions; manual dexterity to operate office equipment and manipulate papers; mobility to travel to off-site test locations and proctor exams; strength to lift and carry boxes of test materials. This work is performed in indoor settings.

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SWITCHBOARD OPERATOR

DEFINITION:

Under general supervision, to answer incoming telephone calls, perform receptionist and office support duties, and staff an information counter; to monitor a two-way, FCC licensed radio for campus emergencies; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This is an experienced office support class in which the emphasis is on contact with the public. It is distinguished from the Office Assistant in that the latter performs the full range of office support duties without the degree of emphasis on primary contact with students and the campus community. Under ; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provides first point of contact to students, callers and visitors to the College;
- Answers incoming telephone calls and either provides factual information or forwards the call to the correct individual;
- Assists the public at the information counter by providing information and directions, mostly about the campus and its programs;
- Refers callers and visitors to the appropriate departments, for example, to the Admissions Department for student records and enrollment;
- Issues parking passes to appropriate personnel or guests;
- Produces directories and schedules, and distributes telephone bills for personal calls;
- Reads and understands campus information and updates received by email, so information provided to callers and visitors is current;
- Uses copier, facsimile machine, postage and mailing systems, and telephone system;
- Logs and stores lost-and-found items and returns to original owners when possible;
- Performs multiple tasks simultaneously, for example, handles incoming calls at the same time as providing assistance at the information counter.
- Monitors the CB radio for emergency information, dispatches security, nurse and/or contacts 911 depending on situation.

MINIMUM QUALIFICATIONS:

Knowledge of:
Correct English usage including spelling, grammar and punctuation.
Basic office practices and procedures.
Handling difficult situations using diplomacy and flexibility.

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College departments, programs and services.

Skill in:
Providing efficient customer service in a demanding setting with simultaneous calls for service.
Operating a variety of office machines quickly and efficiently, including switchboard telephone system, facsimile, copier, two-way radio and personal computer.
Developing and maintaining effective working relationships with those contacted in the course of work.
Receiving emergency calls, assessing the nature and severity of the situation and following guidelines for dispatching authorities.

Other Requirements:
Specified positions within this class may require certification of bilingual skills.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Graduation from high school with coursework or practical experience in office support. One year of general clerical support experience with customer service duties.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Sight sufficient to read directories and other written information; speaking and hearing to communicate using telephones and to provide information; manual dexterity to operate office equipment and machines; sitting to work on telephone equipment and computer. This work is performed indoors in a typical office setting.
THEATER TECHNICAL COORDINATOR

DEFINITION:

Under general direction, to design and construct theater sets; to provide technical support and direction during productions in the College’s theater; to oversee students and others assisting in set creation and performance production; to order and maintain inventory of necessary tools, equipment and supplies; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification provides technical coordination for both instructional and community use of the on-campus theater and associated equipment, working closely with instructional and community theater users, and exercising skill in various crafts to build, install, maintain and repair sets, lighting and sound equipment, and related theater appurtenances.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Confers with instructional staff and community theater users to determine production schedules, set, prop and scenery needs, and sound and lighting needs;
- Serves as technical director for all theater productions, guiding, assisting and overseeing student and community stage hands, lighting crews, and sound technicians;
- Researches style, architecture, furnishings and other information related to the era simulated in the production, to provide authenticity;
- Develops rough sketches and detailed plans and elevations of sets;
- Builds cost-effective, creative sets, props, rigging, and stage safety features using a wide variety of materials including lumber, piping, metal framing and tubing, fabric and panel surfaces, paint, and other materials;
- Operates and maintains a variety of hand, electric and pneumatic tools and equipment including saws, drills, Sanders, sandblasters, routers, pipe cutting and threading tools, welders, painters, forklifts, and trucks;
- Purchases and maintains inventory of equipment, materials and supplies for theater productions;
- Evaluates, selects and recommends hiring of outside help;
- Sets up and programs lighting and sound for productions using computerized equipment;
- Installs, maintains and repairs lighting and sound equipment;
- Supervises and guides the work of students and temporary help in the construction and painting of sets, set up, tear down, and clean up for productions;
- Maintains a variety of logs, records and files;
- Coordinates with others regarding building maintenance needs, outside repairs, and related.

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MINIMUM QUALIFICATIONS:

Knowledge of:
Set up, operation and maintenance of a wide variety of theater lighting and sound equipment. Principles and practices of set design, construction, rigging and tear down. Techniques, tools, equipment and materials used in carpentry, metal working, electrical and painting trades as applies to set construction. Resources for identifying architectural style and other elements of historical periods. Perspective, actor-set interaction, and other elements of set design; mechanical drawing.

Skill in:
Establishing and maintaining effective working relationships with those contacted in the course of the work. Installing, operating, and maintaining a wide variety of theater lighting and sound equipment. Designing, drawing and constructing creative, effective sets and scenery in a cost effective manner. Guiding and directing students, community members, and temporary workers in technical theater work. Safety and safe working practices related to use of hand and power tools, overhead rigging, and other aspects of theater technical production. Reading and interpreting drawings, blueprints, schematics and manuals. Maintaining accurate records and files.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record; must be willing to work schedules related to theater productions including nights and weekends.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Completion of an Associate of Arts degree with major coursework in technical theater arts, construction technology or a closely related field, and two years of experience in technical aspects of theater lighting, sound production and set construction.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Lifting and carrying heavy materials, furniture, and equipment; climbing, crawling, and stooping to reach work; manual strength and dexterity to operate tools and equipment, and pull, push or manipulate heavy objects against resistance; working in temperature extremes and inclement weather; working aerially on ladders and rigging, and in exposure to construction and painting chemicals; vision to read work requests, blueprints and diagrams, manuals, and regulations; speech and hearing for communicating instructions, information, and work requests. This work is performed indoors and outdoors in shop and stage settings.

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VOCATIONAL INSTRUCTIONAL SPECIALIST

DEFINITION:

Under general supervision, to train, coach, supervise and assist adult students with disabilities individually and in groups in a vocational training workshop or on a job site; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification performs varied and specialized work in training adult students with disabilities, including mental health-related, organic, physical and sensory disabilities, ranging from severe to mild, in the methods of vocational tasks. Incumbents model, encourage and shape appropriate behaviors, and set up and supervise work activities. General work objectives are typically established by a special education instructor or administrator, but day-to-day work activities, procedures and equipment require the use of creativity and independent judgement.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Examines work projects to determine specific job tasks and assigns tasks to students based on their capabilities;
- Designs, builds and/or supplies students with special adaptive devices, production jigs, and related equipment and materials required to perform job activities;
- Monitors and revises the production process, tasks and assignments; identifies and resolves production problems and ensures timely and quality completion of all student work in accordance with contractual agreements;
- Operates and trains students in the proper and safe use of tools and equipment; services and maintains tools and equipment or arranges for their repair;
- Models and encourages appropriate behaviors, using behavior modification techniques and positive reinforcement strategies to modify and support social and occupational behavior skills for job readiness and independent living; works empathetically with students;
- Coaches and trains students on job sites in the community;
- Trains and assists students in resume and job application preparation, interviewing skills, and related job-hunting procedures;
- Recognizes and responds appropriately to individual students’ medical, emotional, physical and vocational needs;
- Prepares and maintains a variety of records and reports such as productivity levels, attendance, student earnings, progress, and behavioral and training issues and needs;
- Confers with instructors and other staff regarding students’ progress and problems;
- Participates in multi-disciplinary team meetings to review and assess students’ goals, behavior, and needs; and in training, conferences, staff and program planning meetings;
- Develops and presents non-production learning materials and instructional activities such as

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daily living skills;
- Attends to a variety of administrative details such as keeping reference materials up to date, maintaining inventory and supplies; and performing office support tasks such as duplicating, and maintaining files.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles, policies, and methods used in special education vocational training programs.
Special needs, problems and sensitivities of adults with disabilities.
Developmental processes of disabled adult students including those with developmental delay, head trauma, physical and sensory disabilities.
Methods of behavior modification and positive reinforcement.
First aid and cardio-pulmonary resuscitation procedures.
Basic financial record-keeping principles, arithmetic, and standard office practices.
Safe operation and maintenance of a variety of hand and power tools.

Skill in:
Supervising, monitoring, coaching, and motivating students with varying degrees of capability.
Analyzing work projects, identifying, organizing and assigning tasks, creating jigs and adaptive devices, maintaining production, and meeting deadlines.
Assessing, monitoring, recognizing and responding to students capabilities, needs and behaviors including medical, emotional physical and vocational issues.
Operating vocational tools and equipment, standard office equipment and instructional media, including desk-top computers and common applications software.
Preparing and maintaining accurate logs, records, files, and brief reports.

Other Requirements:
Must possess a valid California driver’s license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

An Associate of Arts degree with coursework related to the necessary knowledge and skills, and two years of experience related to assembly and production, work design, or supervision of adults with disabilities.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Working with power equipment, production chemicals, bodily fluids, and individuals with limited emotional restraint; lifting, pushing and pulling objects weighing up to 50 pounds; manual dexterity to operate equipment and manipulate objects; walking, standing, stooping, kneeling, and reaching; speech and hearing to give and receive instructions and information. This work is performed indoors and outdoors including exposure to inclement weather.

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WAREHOUSE INVENTORY TECHNICIAN

DEFINITION:

Under general supervision, to perform warehouse operations activities; to receive, store and distribute materials, supplies, equipment and furniture; to maintain inventory control of capital assets campus-wide; to store and maintain College records; to dispose of surplus goods; and to perform related duties as assigned.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

• Receives and signs for incoming materials, supplies and equipment; assembles equipment upon request; stores articles in prescribed bins, racks, shelves and floor or yard sites;
• Ensures quality control of items arriving through receiving; inspects condition of merchandise; reconciles with purchase orders, packing lists and other paperwork;
• Packs and ships returns from departments and records transactions; works with Purchasing Department to process returns.
• Packs received items for shipping or delivery to campus offices;
• Loads and unloads trucks containing merchandise or records;
• Operates a forklift and material handling equipment;
• Drives a motor vehicle to pick up and deliver materials;
• Completes forms and obtains necessary signatures for stock issued; files receiving reports and requisitions;
• Directs work of part-time assistants;
• Maintains area in a clean and orderly condition and logs content locations;
• Tracks, stocks and reorders paper and supplies for campus-wide use;
• Stores and maintains records and paperwork from various departments on campus until final disposition, as determined by campus procedure and government regulation;
• Tags, tracks and distributes capital assets and furniture throughout the campus; enters fixed assets into the campus database; maintains inventory control and keeps records of assets and their locations; conducts an annual campus-wide inventory plus periodic audits;
• Stores surplus items; coordinates and supervises bi-annual sales of surplus goods.

MINIMUM QUALIFICATIONS:

Knowledge of:
Methods and practices used in receiving, storing and issuing materials, supplies and equipment. Receiving and inventory procedures, and methods of taking and recording inventories. Common units of weights and measures. Use of common hand and power tools and material handling methods. Basic computer applications related to warehouse and inventory management.

HRC&M, Inc.
Safe driving methods and practices.
Health and safety regulations.

**Skill in:**
Maintaining inventory control and keeping accurate supply and inventory records.
Performing fast, accurate arithmetic computations using fractions and decimals.
Safely operating hand and power tools and motor vehicles.
Organizing work and using basic office skills and practices.
Operating a personal computer and entering information.
Maintaining a schedule and working independently.
Establishing and maintaining effective working relationships with those contacted in the course of work.

**Other Requirements:**
Must possess a valid California driver's license and have a satisfactory driving record. Must also possess a forklift operators license.

**ILLUSTRATIVE EDUCATION AND EXPERIENCE:** A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Graduation from high school and two years of experience in all aspects of shipping and receiving including issuing, receiving and storing materials and supplies, picking up and delivering packages and performing responsible office support work.

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

Agility, stamina, and physical strength to load and unload materials weighing up to 100 pounds; sight to drive and to view and locate warehoused items; speech and hearing sufficient for communicating; flexibility to move items around the warehouse; and manual dexterity to operate tools, write and use a keyboard. This work is performed both indoors in a warehouse that is open to the outdoors, and outdoors in a variety of weather conditions.
WEBMASTER

DEFINITION:

Under general supervision, to install, configure and maintain web-based applications and utilities; to provide support to campus web content managers; to perform evaluation and testing of web applications; and to perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from other information technology related classifications by its focus on managing and maintaining the college's web site capabilities.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Develops and manages the college web site, supporting content area managers in areas including marketing, advertising, communications, student recruitment, client services, course-based curriculum, distance education, student services and other areas;
- Performs installation, upgrade and repair of web applications;
- Troubleshoot web site problems and recommend solutions or execute fixes;
- Monitors and fine tunes web performance;
- Manages links and cross promotions with other web sites, ensuring that links are up to date;
- Updates information in web pages and databases so that content is kept current; checks bugs and problems, and diagnoses and fixes them;
- Ensure that all webmaster mail receives timely responses;
- Trains identified content owners in the use of web conversion tools, and conversion of documents to HTML;
- Confers with hardware and software vendors to obtain information, resolve problems, and arrange and conduct demonstrations and evaluations;
- Maintains records and prepares correspondence;
- Maintains up-to-date knowledge of technical issues and advances in web design and management.

MINIMUM QUALIFICATIONS:

Knowledge of:
Principles and practices of information technology including hardware and peripheral electronic devices, telecommunications, and terminology.
PC and Macintosh desktop environments and operating systems, cross platform and cross-browser compatibility; commercial software packages, operating systems, and distance education software including but not limited to various versions of HP-UX, Linux,

HRC&M, Inc.
Classified Job Description: Webmaster

Windows, Microsoft Office, Internet Explorer, Netscape, Acrobat, MacOffice, WebCT, and Blackboard.

Practices and procedures for producing an effective website visual image such as fonts, formatting, icons, images, layout, modularization, template and image archives.
Practices and procedures for high speed and quality image delivery including compression, resolution, size, color mapping and depth.
Programming languages including HTML, PHP, PERl, SQL, and common scripts such as message boards and banner ads.
Operation of multiple types of servers including e-mail, web, network monitoring, disaster recovery, and database servers.
Multi-media applications including streaming audio/video.
Regulations and technology related to website accessibility, especially in alternative browsers.
English grammar, spelling and punctuation.

Skill in:
Working independently in an environment with multiple demands and frequent interruptions, while meeting schedules and timelines; working sensitively with diverse academic, socio-economic, cultural, disability and ethnic backgrounds.
Developing, maintaining, troubleshooting and repairing websites including hardware, operating systems and software.
Developing and providing effective training and assistance to web content managers.
Programming in HTML, PHP, PERl, SQL and other languages and scripts.

Other Requirements:
Must possess a valid California driver's license and have a satisfactory driving record; must be available to work variable schedules as required in support of technical projects and procedures.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

Two years of college, trade school or training program coursework in computer science, information systems, or a related field, and two years of increasingly responsible technical experience designing, implementing and maintaining web sites.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Vision to read printed material and computer screens; speech and hearing to communicate in person and by telephone; mobility and dexterity to work in a standard office and equipment repair facility and use standard office equipment and computers. This work is performed primarily in an office setting but includes travel between college locations.

HRC&M, Inc.
APPENDIX C:

SUMMARY OF POSITION CLASSIFICATION ALLOCATIONS
### SUMMARY OF POSITION CLASSIFICATION ALLOCATIONS
(Alphabetical by Recommended Title)

<table>
<thead>
<tr>
<th>DEPT</th>
<th>NAME</th>
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