

**Warren Wilson College**  
Position Description

**POSITION TITLE:** Educational Access Coordinator

**REPORTS TO:** Director of Academic Support

**DEPARTMENT:** Student Life

**POSITION SUMMARY:**

The Educational Access Coordinator works directly with students with a broad range of disabilities including, but not limited to, physical, sensory, psychological, and learning disabilities. The Coordinator has primary responsibility for interpreting the mandates of the ADA of 1990 and Sections 503, 504, and 508 of the Rehabilitation Act of 1973 as they apply to individual students at Warren Wilson. Determining students' associated functional limitations and how they relate to requested accommodations and/or adjustments within the triad (academics, work, service-learning), facilitating approved accommodations, disability management counseling, campus advocacy, and serving as a faculty liaison are important aspects of this position. The Coordinator also assists in evaluating and improving accommodation procedures, interpreting College policies, and analyzing issues related to students with disabilities at Warren Wilson College.

**SPECIFIC RESPONSIBILITIES:**

1. Direct student contact.
  - Assess and verify the need for academic, work, service-learning and programmatic accommodations for individual students with disabilities by conducting intake interviews and interpreting students' psychoeducational, psychological, medical, or other professional documentation.
  - Assume responsibility for determining reasonable accommodations that maintain essential course and program requirements and are consistent with the fundamental nature of a program or course of study at the college and communicating those to relevant faculty and staff.
  - Coordinate services specifically designed to meet the needs of students with disabilities including tutoring, special testing, transportation, interpreters, special materials or use of equipment.
  - Make referrals to appropriate academic or personal support services both on and off-campus.
  - Provide information to students regarding legal rights and responsibilities; procedure for accessing accommodations; process for filing complaints/grievances.
  - Keep detailed and accurate student records utilizing electronic case management. Facilitate participation by students with disabilities to the greatest extent possible in opportunities for international study in the WorldWide Program.

2. Campus and Community Liaison.
  - Serve as a liaison to other campus areas to provide consultation with faculty, staff, and administrators regarding accommodations for individual students within the triad (academics, work, service-learning), compliance with legal mandates, as well as instructional, programmatic, physical and curriculum modifications.
  - Provide liaison with community agencies regarding student disability services and programs, both on and off campus.
3. Maintain current knowledge of pertinent disability related state and federal laws/regulations and their applicability to the College.
4. Assist in corresponding with prospective students and/or their parents by responding to inquiries and sending specific information regarding services offered and accommodations available for their particular disability.
5. Participate, as appropriate, in other activities (e.g., New Student Orientation; Residence Life Staff Training).

### **WORKING CONDITIONS**

Office Environment.

### **QUALIFICATIONS:**

1. Master's degree in counseling, special education, learning disabilities, educational psychology or related discipline required.
2. Sound working knowledge of the laws affecting persons with disabilities such as ADA and relevant sections of the Rehabilitation Act of 1973 required.
3. Experience in working with a college age population required.
4. Exceptional interpersonal skills to work effectively with groups and individuals with diverse backgrounds and disabilities required.
5. Proficiency with basic computing skills and use of other technological tools required.
6. Training and experience interpreting results of psychoeducational testing, psychological, and clinical documentation of secondary and/or postsecondary students with disabilities desired.
7. Proficiency in assistive technology hardware and software available to persons with disabilities desired.
8. At least two years of experience working in a post secondary educational setting desired.