



Cañada College ♦ College of San Mateo ♦ Skyline College

## GENERIC POSITION DESCRIPTION

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### LEARNING DISABILITIES SPECIALIST

A Faculty Position  
Salary Schedule 80

Placement on the regular faculty salary schedule is based upon education and credited experience. Initial placement with a Master's degree can range from \$62,292 up to \$78,168 per year; and a Ph.D. can range from \$71,376 to \$83,436 per year. Additionally, academic employees can be offered opportunities for other paid assignments and paid professional growth incentives. Benefits include a choice of medical plans, dental coverage, vision care, sick leave, salary continuance insurance, and an optional tax-deferred flexible benefit plan. Coverage is offered for employees and all eligible dependents. Academic employees participate in the State Teachers' Retirement System, a defined-benefit retirement plan through the State of California. Employees may also be eligible for various first-time homebuyer programs.

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#### A. General Statement

The San Mateo County Community College District seeks employees who value working in a collegial, collaborative environment, guided by a commitment to helping all students achieve success. All departments strongly encourage collaboration across disciplines to create integrated, interdisciplinary learning experiences. SMCCCD faculty members are expected to be knowledgeable about, and willing to use, different learning and teaching methods as appropriate to the discipline.

#### B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Implement the Learning Disabilities Program, consistent with the mission of the California Community Colleges and in coordination with the Disability Resource Center.
2. Provide assessment and verification of learning disabilities with assessment procedures described in the *Guideline for Identifying California Community College Students with Learning Disabilities*.
3. Write individualized education plans for students.
4. Provide appropriate referrals and accommodations.
5. Select appropriate materials.
6. Teach a course on differential learning skills to students with learning disabilities.
7. Train and direct the work of staff, including tutors who work with students with learning disabilities.
8. Maintain accurate records for each student receiving services.
9. Provide information and outreach to high schools and community agencies.

10. Enhance the orientation program for students with learning disabilities.

### C. Requirements

- Possession of a master's degree in Learning Disabilities, Special Education, Education, Psychology, Educational Psychology, or Rehabilitation OR the equivalent (see below) OR a fully satisfied (Life) California Community College Credential in Disabled Student Programs and Services (Learning Disabilities).
- Fifteen (15) semester units of upper division or graduate study in learning disabilities earned at an accredited college or university in the area of disability, to include, but not limited to:
  - (A) Learning disabilities;
  - (B) Developmental disabilities;
  - (C) Psychological disabilities;
  - (D) Deaf and hearing impaired;
  - (F) Physical disabilities; or
  - (G) Adapted Computer Technology
- Completion of the California Community College Learning Disability Eligibility Model (LDESM) Training.
- Demonstrated experience in administration, interpretation, and application of the California Community College Learning Disabilities Eligibility & Services Model (LDESM), including expertise in both cognitive and achievement testing.
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff.
- Minimum of two (2) years of recent and successful experience in the evaluation, diagnosis, instruction, and counseling of students with learning disabilities at the secondary or post-secondary level.

For persons applying for this position based on Equivalence, please answer the supplemental question on the online application choosing one or more of the following:

#### Degree Equivalence

The applicant possesses a degree(s) with similar content to those listed for the relevant discipline. The name of the degree is close to that specified on the Disciplines List but the degree either has a different title or area of expertise or the coursework is slightly different.

#### Academic Background Equivalence

Related to disciplines in which a Master's degree is not generally expected or available. The applicant must have completed at least 24 semester units of coursework in the academic field and must possess at least the equivalent level of achievement and the equivalent in breadth, depth of understanding, and rigor in each of the following:

- i. a broad cultural education usually met by the general education requirements for any Bachelor's or Associate's degree, and
- ii. a detailed study of the discipline in breadth, depth, and rigor, usually met by course work required for the degree major.

#### Professional Achievement Equivalence

The applicant must have completed the General Education requirements for that degree and show evidence of outstanding professional achievement and/or substantial training in the requested field. The applicant must submit substantial evidence, which demonstrates that his/her preparation, teaching experience, work experience, and ability are equivalent to those expected from a person who meets the minimum qualifications.

### D. Knowledge, Skills & Abilities

The screening committee will select for interview candidates from among those applicants who, in addition to meeting the minimum requirements, give evidence of any or all of the following:

1. Two years' experience working with adult students with learning disabilities in the college setting;
2. Experience administering and interpreting the current appropriate achievement and cognitive assessment instruments;
3. The ability to understand the implications of behavior elicited by a specific disability;
4. Knowledge of other disabilities including acquired brain injuries, psychological and developmental disabilities;
5. Ability to design and implement intervention strategies and academic accommodation strategies; and
6. Knowledge and experience with assistive computer technology (both hardware and software) for students with learning disabilities.
7. Experience teaching and/or advising at the high school or college level.

***Evidence of effectiveness as a colleague:***

1. Ability and desire to work collaboratively with faculty and staff to enhance instruction, curriculum, student learning support, and student success
2. Commitment to the professional responsibility of serving on participatory governance committees

(01/2015)