Reference #: CAP#0000003
Fiscal Year: 2026-2027

CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

PROCESS OVERVIEW

- Submit a complete form with all required sections, including an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests will not be scored.
- RAC will make hiring recommendations to the College President, who will make the final hiring decision.

NOTE: If you are submitting on behalf of an area where you work but do not supervise, briefly describe your relationship to the area in the Summary Information section.

KEY DEADLINES

Deadline	Action
11/04/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/10/2026	CAP form submitted to Division Dean (with approved cost calculation)
11/18/2026	Request presented at Division / Area meeting
11/20/2026	Submit completed form, signed by Dean & VP, to Administrative Services Office by 5:00pm

SUBMISSION CHECKLIST

☒ **[Step 1]** All sections of the form are complete.

☒ **[Step 1]** Current or proposed job description is attached.

☐ **[Step 2]** Section 6: Cost Calculations have been completed by the Administrative Services Officer (allow sufficient lead time before the Dean deadline).

☐ **[Step 3]** Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
• Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked)	• Temporary positions supported by general funds • Positions currently funded but vacant for less than 24 months • Approved positions with a failed search (approval extended 12 months only)

More information on the CAP request process can be found here.

SCORING RUBRIC: HOW YOUR REQUEST WILL BE EVALUATED

Criterion	Strong Evidence (high scores)	Adequate Evidence (mid scores)	Limited Evidence (low scores)
Program or Unit Need *(10 pts) [Section 1]*	**8–10:** Clear and compelling evidence of substantial need with demonstrated impact on students, program, or college operations.	**4–7:** Clear evidence of need with identifiable impact on students, program, or college operations.	**0–3:** Limited or no evidence of need or demonstrable impact.
Program Plans, Goals, and Initiatives *(10 pts) [Section 2]*	**8–10:** Clear and compelling evidence that this position is identified in program review or plans with a well-articulated connection to specific goals or initiatives.	**4–7:** Clear evidence that this position is connected to program review or plans with reasonable articulation of relevant goals or initiatives.	**0–3:** Limited or no connection to program review, plans, or program goals and initiatives.
(A) Student Learning & Success **— or —** **(B) Institutional Effectiveness & Excellence** *(10 pts) [Section 3]*	**8–10:** Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional effectiveness & excellence.	**4–7:** Clear evidence that position will contribute to (A) student learning & success or (B) institutional effectiveness & excellence.	**0–3:** Limited or no evidence of contribution to (A) student learning & success or (B) institutional effectiveness & excellence.
Mission & Planning Priorities *(10 pts) [Section 4]*	**8–10:** Clear and compelling evidence that position strongly supports College Mission and/or Planning Priorities.	**4–7:** Clear evidence that position supports College Mission and/or Planning Priorities.	**0–3:** Limited evidence that position supports College Mission and/or Planning Priorities.
Organizational Safety & Compliance *(10 pts) [Section 5]*	**8–10:** Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	**4–7:** Clear evidence of safety or compliance implications if this position remains vacant.	**0–3:** Limited or no evidence of safety or compliance implications.
Total	**50 points**		

*** Section 3 is dependent on type of position:** *Positions with direct student contact use Version A (Student Learning & Success). Positions without direct student contact use Version B (Institutional Effectiveness & Excellence). RAC has final discretion on what criterion to apply.*

Requester Name: Kathleen King **Division:** VP Academic Services

SUMMARY INFORMATION

Tip: Use specific evidence and data throughout each narrative section. Requests without supporting evidence receive lower scores. Incomplete requests will not be ranked.

Title of Position Being Requested:	Instructional Technology Specialist

Please also attach a current or proposed district job description. 1 📎 Job Description

Position Will Reside in Division/Unit:	VP Academic Services/Teaching and Learning Center
This Position will Report to:	Instructional Technology Coordinator

The Position Being Requested Is: New Position

☒ **New Position:** Hours/week: 40.00 Months/year: 12

☐ **Increase for an Existing Funded Position:**

TYPE	CURRENT (From):	REQUEST (To):
Service Months		
FT/PT Status	_____ %	_____ %

Name of Current Position Holder: _____

☐ **New Categorically Funded Position** *(information only — not ranked)*

Hours/week: _____ Months/year: _____

Has this position or a similar position been submitted to RAC previously?

[X] No Year(s): _____

Outcome: _____

Will this position have direct student contact? [X] No

Direct student contact includes classified and administrative positions whose primary function involves directly assisting, supporting, or serving students in an instructional, academic support, or student services capacity.

If you work in, but don't supervise, this area, briefly explain your relationship to the position:

Note: the requester is the Instructional Technology Coordinator, who would be responsible for supervising the Instructional Technology Specialist.

SECTION 1 — Program or Unit Need

Scored 0–10 points

Strong responses provide clear and compelling evidence of substantial need with demonstrated impact on students, the program, or college operations (e.g., enrollment trends, service gaps, program growth, or instructional and operational needs).

What key responsibilities would this position assume?

List the primary duties and functions. Be specific about what this person would do day to day.

-Assist faculty and staff in identifying and remediating accessibility barriers to meet the new WCAG 2.1 Level AA and Universal Design for Learning standards.
-Support faculty in meeting recently revised Regular and Substantive (RSI) interaction requirements in DE courses, supporting preparation for accreditation.
-Support updates and facilitation of course-level faculty trainings like the Online Course Development Program, HyFlex training, and Winter Intersession Training to ensure college alignment with federal, state, and local regulations.
-Assist with Canvas Administration, including Blueprint courses, integrations troubleshooting, maintenance, and archiving; provide ongoing faculty and student support through our ticketing system.
-Support districtwide review of instructional technologies, including assessment of accessibility, student privacy, data security, and interoperability, thereby supporting regulatory compliance with recently updated standards for higher ed.
-Provide training, troubleshooting, and implementation support for a growing number of instructional technologies leveraged by both on campus and online instructors (e.g. Zoom, Studio, Hypothesis, Pronto, Respondus, Turnitin, and Pope Tech).
-Help faculty adapt assignments, assessments, and course policies to reflect the responsible and ethical use of artificial intelligence (AI), including privacy, accessibility, academic integrity, authentic assessment, and student AI literacy.

List other personnel in the unit with shared or similar responsibilities:

-1 Instructional Technology Specialist currently supports all full and part-time faculty, classified professionals, and students. -1 Instructional Technology Coordinator supports supervision, strategic planning, budgeting and procurement, DE regulatory compliance, and DE course-level trainings (OCDP, HyFlex, POCR, WIT, etc)

Describe the historical context and changing demands on this unit over the past 3–5 years:

Refer to relevant program review section. Consider bandwidth issues, enrollment changes, service gaps, or staffing changes.

Our staffing hasn't changed since 2017, when instructional technology was primarily used by online instructors, about 15% of courses were offered via Distance Education, and artificial intelligence was not readily available. DE now accounts for 50% or more of enrollments during regular terms and a substantially greater share during summer. LPC has also added a fourth Winter term, which is 100% online and has become a Teaching College on the CVC Exchange. These expansions create additional demand for faculty training, student support, Canvas administration, and specialized assistance with course design. At the same time, even on campus courses now depend extensively on Canvas, Zoom, multimedia, and third-party instructional technologies. The rapid advancement of AI has further expanded support needs. Faculty require assistance with assessment redesign, ethical AI use, and effective integration of emerging technologies that support academic integrity and student authentication. AI is now consistently documented as a challenge across discipline's Program Review. Recent regulatory changes have also dramatically increased support needs. Federal standards now require all online materials to meet complex WCAG 2.1 Level AA standards, with a looming deadline of April 2027. Shifting software and LTI standards require more comprehensive vetting to ensure alignment with data privacy and security standards. Title 5 Distance Education language, definitions, and coding requirements changed this year, as did the best practices outlined in the CVC Online Course Design Rubric, warranting a revision of our policies and procedures to align with new systemwide standards. Language and evaluative processes for Regular and Substantive Interaction requirements in online courses have also shifted substantially, warranting significantly more faculty training than we are currently staffed to provide.

Provide additional evidence supporting the need for this position and its impact on students or the program:

-Two people support Canvas usage for not only all academic classes, but also LPC's Clubs, Guided Pathways, Middle College, Honors Program, Departments/Divisions, Professional Development trainings, and more.
-The growing demands on our team leave us unable to handle the volume of support requests at critical times. In 2025-26, we handled an average of 200 support cases per month, up from 150 the prior year. These represent time-sensitive needs, but also reduce our capacity for urgently needed strategic planning and compliance efforts. Unlike other colleges, we don't have a dedicated DE Coordinator, Dean of Distance Education, or Districtwide DE leadership to support alignment in a rapidly changing regulatory landscape.

SECTION 2 — Program Plans, Goals, and Initiatives

Scored 0–10 points

Strong responses provide clear and compelling evidence that this position is identified in program review or emergent plans, with well-articulated connections to specific program goals, initiatives, or institutional priorities.

Was this position need identified in your Program Review?

Yes, explicitly identified in Program Review

Year: 2025

Describe the goals, challenges, or emerging circumstances this position is intended to address.
Where program review documented this need, be sure to cite the relevant portions and expand on it if needed. If this need has emerged since your last program review, describe the circumstances that make it a priority now.

The 2025–26 Teaching and Learning Center Administrative Unit Program Review explicitly identifies an additional full-time Instructional Technology Specialist as its first staffing request (Staffing Needs, page 11).

The review documents that the TLC's responsibilities substantially exceed the capacity of its current two-person staffing model and specifically calls for additional staffing to maintain faculty support, update training, advance accessibility compliance, improve instructional technology vetting, and prepare for distance education accreditation review. These are areas of significant risk for the college.

The 2024–25 Administrative Unit Program Review similarly documented staffing and workload concerns and identified the need for sustained support for Canvas administration, distance education, accessibility, faculty professional development, and evolving instructional technologies.

The position supports Educational Master Plan goals A1, A2, A3, C1, C2, C3, C4, D3, D4, D5, and D7, as identified in the 2025–26 program review and would directly support several institutional priorities:

1. Strengthening accreditation readiness: The ACCJC has increased scrutiny on Regular and Substantive Interaction in online courses. LPC must ensure that instructors understand these expectations and that courses consistently demonstrate required instructor engagement. Additional staffing would allow more systematic review of online course practices, support faculty in addressing identified gaps, and strengthen the evidence available for LPC's upcoming accreditation site visit.
2. Meeting federal web accessibility standards: LPC is preparing for compliance with updated federal accessibility requirements, with an institutional readiness target of April 2027. Current TLC staffing cannot provide sufficient remediation support and systematic training for hundreds of faculty and staff while simultaneously maintaining existing instructional technology and distance education operations. A second specialist would help develop scalable remediation resources, monitor accessibility trends, and provide targeted assistance for courses with persistent barriers.
3. Increasing student success rates: An additional specialist would allow us to modernize our core DE training and better support new training needs, like Winter Intersession Training and training that will be needed to help faculty meet the systemwide mandate to align Course Outlines and instructional practices to Universal Design for Learning standards.

How does filling this position support the college's ability to meet ACCJC standards related to staffing adequacy, student learning and support services, or institutional effectiveness and accountability?

The position directly supports compliance efforts associated with ACCJC's Standard 2 (Student Success) and Standard 3 (Infrastructure and Resources). Perhaps most critically, this position would support compliance with ACCJC's DE Course Review, which involves a random review of a past term's DE courses for evidence that Regular and Substantive Interaction requirements are being met.
ACCJC recently found a number of colleges to be out of alignment with standards. LPC is at particular risk in this area because, unlike many colleges, we only require initial training for faculty to teach online, not ongoing training that would keep faculty informed of new regulatory changes and standards. Many of our instructors completed training years ago, when standards were outlined as Regular Effective Contact (REC) and focused more on peer-to-peer interaction. The new standards focus primarily on instructor-to-student interaction. An additional layer of complexity has been introduced, as the new rubric ACCJC uses to evaluate RSI is not always clearly aligned to the language of the regulations. This means that even faculty who have taken the time to review updated RSI language may not understand how robust the expectations are. While the TLC team is fully aware of this potential issue, we are understaffed and under-resourced to effectively address it. A second Instructional Technology Specialist is urgently needed to expand our capacity to align our practices with new federal, state, and accreditation standards for Distance Education.

SECTION 3 — Student Learning & Success | Institutional Effectiveness & Excellence

Scored 0–10 points

Complete either Version A or Version B based on your response in the Summary Information section.

VERSION A — For positions with direct student contact

Explain how this position will contribute to and/or support student learning and success:

Strong responses provide clear and compelling evidence that this position will substantially advance student learning and success (e.g., assessment data, best practices, or industry standards).

VERSION B — For positions without direct student contact

Explain how this position strengthens the college's operational capacity, service quality, or institutional effectiveness, including its ability to respond proactively to challenges or changing demands.

Strong responses provide clear and compelling evidence that this position will substantially advance institutional effectiveness and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

The position would substantially improve LPC's institutional effectiveness by increasing the capacity, reliability, and sustainability of critical services. Our current staffing model creates a significant operational bottleneck. Immediate faculty, staff, and student support requests take priority over long-term projects, leaving insufficient time for systematic accessibility remediation, course quality reviews, training redesign, and technology evaluation. The additional position would support measurable improvements by:
-Improving service capacity and continuity, allowing us to better handle support needs during peak periods and allowing the team to better maintain instructional continuity during unexpected emergencies (e.g. the campus closures during the pandemic; the Canvas security incident in Spring, staff illness).
-Scaling professional development: A second specialist would allow us to offer a more effective facilitation model for baseline trainings that support compliance with Distance Education and accessibility regulations.
-Strengthening proactive accessibility work: While we have made great strides in reducing accessibility errors, a second specialist could help with the 13,000+ errors and 150,000+ alerts persisting in Canvas.
-Improving technology oversight: Providing more staff capacity would allow us to overcome a bottleneck for evaluating Canvas-integrated applications that required coordination across the district. As Canvas will soon no longer support LTI 1.1 integrations, there is urgent need to transition tools to LTI 1.3 integrations.
-Supporting responsible innovation: There is a growing need to help faculty adapt their instructional practices in response to recent advancements in artificial intelligence, without compromising student privacy, accessibility, academic integrity, or learning outcomes. More AI support is consistently identified as a need in many discipline's Program Review, but we are not currently staffed adequately to offer sufficient support in this area.
This position is a critical, time-sensitive investment in both maintaining essential operations and enabling LPC to meet increasingly complex institutional obligations.

SECTION 4 — Mission & Planning Priorities

Scored 0–10 points

LPC MISSION STATEMENT

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC PLANNING PRIORITIES

☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.

☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.

☐ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this position supports LPC's Mission and/or the Planning Priorities.

Strong responses provide clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities (e.g., specific program goals, student populations, or outcomes).

This position directly supports LPC's mission to provide an inclusive, learning-centered environment committed to equitable educational opportunities and outcomes for all students. It would enable us to advance two critical planning priorities: equity and student success.

Equity: LPC's commitment to equitable access necessitates that instructional materials, technologies, and learning environments be accessible to all students, including those with disabilities. A second specialist would assist faculty in applying Universal Design for Learning (UDL) standards, remediate accessibility barriers, create accessible instructional materials, and adopt inclusive approaches to course delivery and assessment. These services are particularly crucial for our diverse student population, who often relies on flexible instructional modalities to balance college with employment, caregiving responsibilities, disabilities, and transportation challenges.

Student Success: High-quality, accessible instruction and effective faculty development are essential for student persistence and completion. With a significant portion of LPC's enrollments involving distance education in recent years, robust instructional technology support is integral to the student experience.

Our two-person team has demonstrated success in faculty training that leads to successful student outcomes. For instance, after developing a four-week, facilitated Winter Intersession Training to support faculty teaching in our inaugural winter term, student success rates were significantly higher than anticipated at 90.5%. Regrettably, due to staffing capacity constraints, we were unable to conduct this training prior to our second winter term. A second specialist would enable us to provide support throughout all four terms.

We also had to cut our Peer Online Review Program (POCR) this year due to a staffing capacity. The POCR program is the most comprehensive professional development initiative we offer to support the creation of high-quality online courses. Participants are matched with peer mentors who assist them in aligning their courses with the CVC Online Course Design Rubric. Faculty who complete POCR training consistently experience improved student success rates and enrollment increases, as their courses are badged as high-quality and ranked higher in search results on the CVC Exchange, a cross-enrollment platform that expands access to online education to students beyond our usual service area. A second specialist could enhance our capacity to provide meaningful professional development like POCR, which we currently lack the resources to do.

This request also aligns with the college's commitments to innovation and institutional effectiveness being outlined in BP3775: Responsible Use of AI, which voices support for AI-related professional development. The TLC is a natural team to support AI innovation and PD. We've already lead pilots of Playlab and Nectir, in conjunction with the CCCCO, and developed ComplyBot, our new accessibility AI assistant that has gained statewide attention. However, without a second specialist, we are unable to sustain support for the kind of urgent innovation needed to adapt to the "age of AI" alongside our many other responsibilities.

SECTION 5 — Organizational Safety & Compliance

Scored 0–5 points

Strong responses provide clear and compelling evidence of significant safety or compliance implications, addressing both what this position improves and what is at risk if it remains vacant.

Explain how this position will improve safety, compliance, and/or organizational effectiveness:

Consider safety, regulatory compliance, operational continuity, or the college's capacity to meet its institutional obligations.

This position would strengthen LPC's capacity to meet critical legal, accreditation, data security, and operational requirements. For example:
-There has been an increase in lawsuits facing colleges out of compliance with federal web accessibility standards. A second specialist would allow us to better support the huge lift it will take for our college to come into compliance with WCAG 2.1 Level AA standards.
-Insufficient faculty training and inadequate documentation creates institutional risk during accreditation review. A second specialist will help us modernize baseline faculty training and create new RSI training that will be critical to our success during accreditation.
-Canvas and associated learning technologies have become essential infrastructure utilized across divisions and modalities. A second specialist is needed to sustain critical, time-sensitive support for Canvas, Zoom, Hypothesis, Pronto, Respondus, Studio, Turnitin, and other tools foundational to teaching and learning across the college.

Describe the operational impact if this position is not filled:

Are there implications for critical systems, processes, safety, or compliance? What critical functions, safeguards, or services are at risk if this position remains vacant?

The TLC simply does not have the staffing capacity to effectively support surging compliance efforts in our area. Significant impacts/risks beyond those outlined above include:
-Cybersecurity and privacy risks: Limited staff capacity is already delaying critical reviews of new instructional technologies and impeding our efforts to harden existing critical technology infrastructure against growing cybersecurity threats. Without a second specialist, this will be an area of growing risk for the college/district.
-Instructional continuity: The absence of a second specialist leaves essential technical functions too vulnerable to disruption. An employee illness, family emergency, or unexpected event in our area could halt core college operations. Unlike other areas of the college, where another staff or faculty member could step in to maintain essential services, our team has uniquely specialized technical expertise built over years of specialized training and cannot easily or quickly be reassigned. Given the central role of technology across all instructional modalities, the prevalence of DE across all divisions, and the expanding responsibilities of the Teaching and Learning Center, this position is urgently needed for instructional continuity.

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Officer (Step 2) before it is forwarded to your Division Dean (Step 3). Please submit this request with sufficient lead time.

New Position				
Estimates Based On:	FTE:	1.00	Step/Column:	40 / 3
Estimated Annual Salary Cost			$ 88,304.00	
Estimated Benefits Cost			$ 72,697.00	
Total Annual Position Cost			$ 161,001.00	
Increasing FTE of Current Position				
Estimates Based On:	FTE:		Step/Column:	/
Current Annual Salary			$	
Proposed Increase			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	

APPROVALS & SIGNATURE ROUTING

Before signing, please confirm all fields are complete and the job description is attached.

Title	Signature	Date
Requestor:	Kathleen King	11/03/2026
Administrative Services Officer:	Sui Song	11/03/2026
Division Dean:		
President/Vice President:	Nan Ho	11/03/2026

REFERENCE: Position Request Process Flow

1	Requester fills out form and submits to Administrative Services Officer
2	Administrative Services Officer provides salary estimate; forwards to Division Dean or Vice President
3	Dean reviews for completeness; presents request at Division / Area Meeting; forwards to Vice President
4	Vice President reviews, signs, and forwards to Executive Assistant, Administrative Services
5	Executive Assistant logs requests and sends to RAC for review
6	RAC reviews and scores requests using rubric
7	Executive Assistant compiles scores for RAC review
8	RAC finalizes rankings and forwards recommendation to College President
9	Co-Chairs meet with College President to discuss ranked requests
10	President provides feedback to RAC on CAP request rankings

Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

INSTRUCTIONAL TECHNOLOGY SPECIALIST

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY DESCRIPTION

Under general supervision, provide technical support to faculty who are integrating technology into their curricula, including those who are designing/teaching online courses; support faculty and staff in ensuring that all materials placed on College websites are accessible to all students.

REPRESENTATIVE DUTIES

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

1. Provide technical support for College faculty in the area of instructional technology; promote the use of instructional technologies to faculty.
2. Provide technical support to faculty and staff in the use of current course management system software, such as Blackboard.
3. Provide technical support to faculty and staff in the use of multimedia hardware and software for use in instructional technology; test and troubleshoot related hardware and software.
4. Lead the College's web accessibility efforts to ensure that all web-based instructional materials are accessible to students with disabilities; train and support faculty and staff in web accessibility.
5. Provide technical support to students taking distance education courses.
6. Provide technical support during training workshops.
7. Provide assistance to various projects relating to distance education.
8. Stay current in technologies related to multimedia, course management system software, and web accessibility.
9. Perform related duties as required.

MINIMUM QUALIFICATIONS

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

Knowledge of:

1. Current course management system software.
2. Multimedia hardware, such as digital cameras and scanners.
3. Multimedia software, such as PowerPoint, Premiere, Photoshop, Dreamweaver and QuickTime for both the Windows and Macintosh platforms.
4. Web accessibility guidelines, techniques, and software.

Ability to:

1. Provide technical support to faculty, staff, and students.
2. Troubleshoot hardware, software, and equipment configuration problems.
3. Plan and organize work to meet changing priorities and deadlines.
4. Adapt to changing technologies and learn functionality of new equipment and systems.
5. Document technical procedures.
6. Keep accurate records.
7. Work independently in the absence of supervision.
8. Communicate clearly and concisely, both orally and in writing.
9. Establish and maintain effective working relationships with those contacted in the course of work.
10. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - *Any combination of the following would provide a typical way to obtain the required knowledge and abilities.*

Education/Training:

Equivalent to the completion of the twelfth grade supplemented by two years of college level course work in computer science, web design, or a related field.

Experience:

Two years of experience in multimedia technical support, including one year of experience working with web accessibility.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

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

Environment: Work is performed primarily in a classroom and office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom and an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

6/22/04;

Adopted by Board of Trustees on October 20, 2015
Effective: October 21, 2015
Job Family: Technical - Paraprofessional