

**DIGITAL CONTENT ACCESSIBILITY SPECIALIST****GENERAL DESCRIPTION OF CLASS**

Under the direction of an administrator or manager, Section 508, produces standardized accessible digital content; engages with colleges, California Community College Technology Center (CCCTC), and other California Community College (CCC) entities in various digital content efforts; develops and delivers digital content accessibility training, processes, and documentation for content creators; provides excellent customer services in supporting technical projects, as assigned; participates in a centralized process for digital content products and services.

**REPRESENTATIVE DUTIES:** The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by 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 class. The essential duties of the class are indicated with an asterisk \*.

**BASIC FUNCTION:** The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Creates and produces accessible documents, testing tools, and methodologies to ensure documents and digital formats conform to standards; produces accessible digital content, enabling barrier-free access. \*
2. Assists in the support of CCC systemwide and college efforts for increasing digital accessibility; develops resources and engages with content owners to assist in the interpretation, understanding, and developing of solutions to ensure digital accessibility. \*
3. Assists the CCC community with California Community College Accessibility Center (CCCAC) provided and supported accessible digital content products and services as assigned; serves as the administrator of digital content products and services; collects and provides regular digital accessibility product usage data to supervisor for reporting purposes. \*
4. Contributes to the coordination, planning, and facilitation of technical trainings. \*
5. Provides resources and support to staff to ensure success of digital accessibility efforts including but not limited to captioning resources, transcription resources, accessible email practices, and creation of accessible electronic documents for websites. \*
6. Develops guidance on creating accessible digital materials, including but not limited to document creation, Learning Management Systems (LMS) content, videos, and other multimedia based on current accessibility laws. \*
7. Supports the activities of the CCCAC, including but not limited to content creation and/or guidance for content creation for websites, documentation of digital content best practices, outreach to appropriate CCC representatives, and systemwide efforts. \*
8. Promotes usage of digital content resources throughout the system during meetings and training programs. \*
9. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. \*
10. May serve on a variety of District committees as requested.
11. Performs other duties that support the overall objective of the position.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION/EXPERIENCE:**

- Bachelor's degree\* in a related discipline; **AND**
- Two (2) years of experience directly related to the duties and responsibilities of the position.
- Or, any combination of education and experience which would provide the required qualifications for the position.

\*Bachelor's degree education equivalency is a 1 to 1 equivalency, one year of responsible work experience related to the classification for each full year (24-30 units) of college.

### **CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:**

- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

### **DESIRED QUALIFICATIONS:**

- Certified Professional in Accessibility Core Competencies.
- Document accessibility certification.

### ***KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)***

#### **Knowledge of:**

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- Rules, regulations, laws, and Board policies, and procedures governing the District.
- Processes and procedures related to accessible documents and other digital formats, including a strong understanding of the tools and techniques used to make documents accessible.
- Testing tools and methodologies used to ensure documents conform to standards.
- Relevant accessibility laws and guidelines.
- Policies, procedures, rules, and regulations of the District, and those affecting department activities.
- Methods, best practices, theories, concepts, and systems pertaining to instructional design and technology in a higher education environment.
- Administration and use of learning management systems.
- Adult learning styles, teaching techniques, and barriers to learning in online environments.
- Common web authoring and development tools and related technologies.
- Practices, strategies, and technology associated with providing support to faculty members in the use of instructional technology.
- Available resources related to the area of assignment.
- Proper spoken and written English usage.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.

- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Modern office practices, procedures, methods, and techniques.
- Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint).

**Ability to:**

- Independently perform the essential responsibilities of the position.
- Understand and apply District and department policies and procedures.
- Integrate local, state, and federal laws and regulations.
- Ensure compliance with all laws, regulations, and policies through effective office supervision and leadership.
- Read, understand, learn, interpret, and apply rules, regulations, policies, and procedures.
- Stimulate interest and faculty involvement in online and technology-enhanced instruction.
- Demonstrate work activities to others.
- Communicate clearly and concisely in both verbal and written form.
- Design and redesign course materials to utilize new and emerging technologies in instruction.
- Implement distance education and technology-related initiatives and programs.
- Provide support to faculty members in the use of instructional systems and technology.
- Operate office equipment, including but not limited to computers and productivity software.
- Learn and apply new information and skills.
- Research, collect, compile, and analyze information.
- Analyze situations accurately and adopt an effective course of action.
- Work independently and as part of a team, collaborating with faculty, administrators, and staff.
- Initiate and apply good judgement.
- Prepare reports by gathering and organizing data from a variety of sources.
- Plan, organize, and prioritize workload to meet schedules and timelines.
- Maintain and understand a sense of urgency based on the needs of the organization.
- Work successfully within a team environment.
- Keep up to date with emerging technological trends and changes.
- Schedule and organize training programs.
- Provide efficient training to appropriate audiences.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.
- Effectively communicate both verbally and in writing.
- Exercise problem solving and critical thinking skills related to the scope of authority.
- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Communicate with students, staff, and the public in person and via a variety of communication modalities using various technology resources.
- Work with diverse populations.
- Establish and maintain cooperative relationships with those contacted in the course of work.

**RELATIONSHIPS WITH OTHERS:**

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

**SUPERVISION EXERCISED and/or RECEIVED:**

The incumbents in this class may provide work direction and/or guidance to lower-level staff, student workers, student assistants, and/or short-term, temporary employees.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

**PHYSICAL AND MENTAL DEMANDS:**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

**WORK ENVIRONMENT AND CONDITIONS:**

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist. Remote work from home or other locations, as approved.

**Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY**

**EMPLOYER:** To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

**BGCCD is** committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.