

➤ **Administrative Analyst/Specialist – Non-Exempt**

Entry to this classification requires general knowledge and skills in the applicable administrative and/or program field with a foundational knowledge of public administration principles, practices, and methods. This foundation would normally be obtained through a bachelor's degree and/or equivalent training and administrative work experience involving study, analysis, and/or evaluation leading to the development or improvement of administrative policies, procedures, practices, or programs.

Typical knowledge and skill requirements:

Working knowledge of general practices, program, and/or administrative specialty. Basic knowledge of and ability to apply fundamental concepts. Working knowledge of budget policies and procedures.

Ability to learn, interpret, and apply a wide variety of policies and procedures relating to and impacting the applicable program, organizational unit, and/or administrative specialty.

Knowledge of basic methods and procedures for research and statistical analysis and the ability to apply them.

Ability to analyze data and make accurate projections using business mathematics and basic statistical techniques.

Ability to organize and plan work and projects including handling multiple priorities.

Ability to make independent decisions and exercise sound judgment.

Ability to compile, write, and present reports related to program or administrative specialty.

Demonstrated ability to establish and maintain effective working relationships within and outside the work group and serve as a liaison for the organizational unit.

➤ **Administrative Analyst/Specialist – Exempt I**

Entry to this classification requires general knowledge and skills in the applicable administrative and/or program field with a foundational knowledge of public administration principles, practices, and methods. This foundation would normally be obtained through a bachelor's degree and/or equivalent training and administrative work experience involving study, analysis, and/or evaluation leading to the development or improvement of administrative policies, procedures, practices, or programs.

In addition to Position Skill Level – Non-Exempt knowledge and skill requirements, work assignments typically require:

Working knowledge of and ability to apply standard theories, principles, practices, and techniques applicable to the program and/or administrative specialty to develop conclusions and make recommendations.

Thorough knowledge of policies, procedures, and outside regulations pertaining to the applicable program and/or administrative specialty.

Working knowledge of operational and fiscal analysis and techniques.

Ability to take initiative and independently plan, organize, coordinate, and perform work in various situations where numerous and diverse demands are involved.

Skill in the research, development and evaluation of policies and programs, including skill in the collection, evaluation, and interpretation of data to develop sound conclusions and make appropriate recommendations.

Expertise in investigating and analyzing problems with a broad administrative impact and implications. Ability to anticipate problems and address them proactively.

Demonstrate ability to effectively interpret, organize, and present information and ideas in written or presentation form.

Ability to train others on new skills and procedures and provide lead work direction.

➤ **Administrative Analyst/Specialist – Exempt II**

Entry to this classification requires general knowledge and skills in the applicable administrative and/or program field with a foundational knowledge of public administration principles, practices, and methods. This foundation would normally be obtained through a bachelor's degree and/or equivalent training and administrative work experience involving study, analysis, and/or evaluation leading to the development or improvement of administrative policies, procedures, practices, or programs.

In addition to Position Skill Levels – Non-Exempt and Exempt I knowledge and skill requirements, work assignments typically require:

Thorough knowledge of and ability to apply expertise to complex programs and/or administrative specialties, including pertinent laws and regulations.

Demonstrated expertise in and advanced knowledge of the principles, problems, and methods of public and business administration and operational and fiscal management.

Expertise in administrative survey techniques, operations and systems analysis, statistical and research methods, and the ability to interpret and evaluate results to develop sound conclusions and recommend new or revised policies.

Ability to understand problems from a broad, interactive perspective and discern applicable underlying principles to conceive of and develop strategic solutions.

Ability to work with representatives from public and private entities and handle potentially sensitive situations.

Demonstrated consultative skills in working with internal and external constituent groups.

Ability to effectively present ideas and concepts in written or presentation format and use consultative and facilitation skills to gain consensus.

➤ **Administrative Analyst/Specialist – Exempt III**

Entry to this classification requires general knowledge and skills in the applicable administrative and/or program field with a foundational knowledge of public administration principles, practices, and methods. This foundation would normally be obtained through a bachelor's degree and/or equivalent training and administrative work experience involving study, analysis, and/or evaluation leading to the development or improvement of administrative policies, procedures, practices, or programs.

In addition to Position Skill Levels – Non-Exempt, Exempt I and Exempt II knowledge and skill requirements, work assignments typically require:

Extensive and in-depth knowledge of and ability to apply expertise in the advanced theories, principles, methods and practices associated with the functional specialty, program, and/or organizational unit, including applicable internal policies and procedures and pertinent laws and regulations. Laws and regulations are highly complex and require substantial judgment and discretion in interpreting and applying them to the specialty or program area. Incumbents at this level often have certification in a specialty area.

Substantial and broad knowledge of public and private entities including their organizational and operating structures, internal systems, and functional areas, as well as the impact of critical external entities on an organization. Ability to integrate and apply this knowledge to anticipate problems and assess the impact of proposed solutions on various organizational areas.

Extensive and in-depth knowledge in project management including research and analytical methodologies.

Ability to interpret and integrate complex data and information to formulate appropriate courses of action which have broad and far reaching impact.

Ability to understand and analyze complex problems from a future-oriented and broad interactive perspective and readily develop proactive solutions that integrate strategic goals into tactical operations.

Ability to effectively use applicable information systems and applications in analysis, research, and reporting activities and projects.

Ability to effectively communicate with and influence high-level and diverse contacts inside and outside of the CSU system.

Ability to effectively use all communication methods and formats and to use expertise, as well as persuasion and negotiation skills, to build consensus to achieve short- and long-term goals and objectives.

➤ **Administrative Support Assistant I**

Entry to this classification requires fundamental written and oral communication skills, including a sound foundation in English grammar, spelling, and punctuation; an ability to understand standard office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills.

Typical knowledge and skill requirements:

Basic knowledge of applicable university infrastructure, policies, and procedures.

Working knowledge of English grammar, spelling, and punctuation.

Ability to use standard office equipment.

Ability to use standard office work processing and related computer software packages.

Ability to identify and solve standard problems and refer more complex problems to appropriate staff.

Ability to perform basic arithmetic functions.

Fundamental writing and presentation skills to effectively communicate standard information.

Ability to respond to routine inquiries and explain standard policies and procedures to others.

➤ **Administrative Support Assistant II**

Entry to this classification requires fundamental written and oral communication skills, including a sound foundation in English grammar, spelling, and punctuation; an ability to understand standard office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills.

In addition to Position Skill Level I knowledge and skill requirements, work assignments typically require:

Experience to be proficient in performing most or all work assignments.

General working knowledge of applicable university infrastructure, policies, and procedures.

Thorough knowledge of office methods, procedures, and practices.

Fluency in using standard office software packages.

Thorough knowledge of English grammar, punctuation, and spelling.

Ability to learn, interpret independently, and apply a variety of complex policies and procedures. Ability to identify deviations from applicable policies.

Ability to apply independent judgment, discretion, and initiative to address problems and develop practical, thorough and, at times, creative solutions.

Ability to perform standard arithmetic functions of a transactional nature, including tracking and comparing data.

Work often involves front line contacts with a variety of campus and community individuals requiring active problem solving and effective interpersonal skills.

Demonstrated competence in effectively presenting standard information in writing.

Demonstrated competence in understanding, interpreting, and communicating procedures, policies, information, ideas, and instructions.

➤ **Administrative Support Coordinator I**

Fully functional knowledge of and still in standard office procedures and practices, an ability to understand and operate in a variety of organizational structures. A thorough knowledge of English grammar, spelling and punctuation and be able to clearly communicate orally and in writing. Some positions may require a knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.

Typical knowledge and skill requirements:

Experience to be fully functional in all technical aspects of work assignments.

Thorough, detailed knowledge of applicable university infrastructure, policies and procedures.

Thorough knowledge of English grammar, punctuation, and spelling.

Thorough knowledge of office systems and ability to use a broader range of technology, systems, and packages.

Ability to independently handle multiple work unit priorities and projects.

Ability to apply independently a wide variety of policies and procedures where specific guidelines may not exist.

Working knowledge of budget policies and procedures.

Ability to perform standard business math, such as calculate ratios and percentages, track financial data, and make simple projections.

Ability to draft and compose correspondence and standard reports.

Ability to handle effectively a broader range of interpersonal contacts, including those at a higher level and those sensitive in nature.

➤ **Administrative Support Coordinator II**

Fully functional knowledge of and still in standard office procedures and practices, an ability to understand and operate in a variety of organizational structures. A thorough knowledge of English grammar, spelling and punctuation and be able to clearly communicate orally and in writing. Some positions may require a knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.

In addition to Position Skill Level I knowledge and skill requirements, work assignments typically require:

Comprehensive and detailed knowledge of the university infrastructure, policies, and procedures.

Thorough mastery of English grammar, punctuation, and spelling.

Expertise in using office software packages, technology, and systems. May function as the office information technology specialist.

Ability to interpret and apply policies and procedures independently, and use judgment and discretion to act when precedents do not exist.

Ability to troubleshoot most office administration problems and respond to all inquiries and requests related to work area.

Ability to understand problems from a broader perspective and anticipate the impact of office administration problems and solutions on other areas.

Ability to analyze operational and procedural problems and develop, recommend and evaluate proposed solutions.

Ability to perform business math, analyze budgetary data, and make accurate projections requiring some inference.

Ability to effectively write and present own reports.

Ability to effectively handle interpersonal interactions at all levels and handle highly sensitive interpersonal situations.

Ability to use negotiation and persuasion skills to achieve results and expedite projects.

➤ **Associate, Academic and Institutional Studies I**

Knowledge and Abilities:

Working knowledge of administrative survey principles and techniques and skill in their application; general knowledge of principles of organization, administration and management; working knowledge of statistical methods.

Ability to analyze administrative problems and to make appropriate recommendations; ability to speak and write effectively; ability to establish and maintain cooperative working relationships with a variety of academic and community resources.

Experience:

Three years of progressively responsible administrative or professional experience which is applicable to the functional area in which the studies are to be conducted or which has demonstrated the ability to perform, or the potential to rapidly learn and apply complex survey techniques and analytical reporting.

or

The rank of Assistant Professor or higher in a four-year college or university; or the rank of Instructor for at least two years in a recognized college or university, and demonstrated experience in research or special study work may be substituted for the three years of experience.

Education:

Equivalent to graduation from a four-year college or university.

➤ **Associate, Academic and Institutional Studies II**

Knowledge and Abilities:

General knowledge of administrative survey principles and techniques and skill in their application; general knowledge of principles of organization and management; thorough knowledge of the subject area of the assignment; working knowledge of statistical methods.

Ability to relate the overall objectives and policies of the Trustees, the Office of the Chancellor and the administration and faculties of the campus to analytical and research studies; ability to see the interrelationships within and among the various educational, administrative and fiscal programs on the campuses; sensitivity to the special needs of various campuses because of different size, location, characteristics and circumstances; ability to approach problems objectively; ability to present findings and recommendations clearly and diplomatically and to reconcile, to the extent possible, various divergent points of view; ability to utilize complex statistical and other types of research methods; ability to draw conclusions and develop recommendations, to prepare written reports, and to develop and level contacts including the leading of meetings and negotiations.

Experience:

Four years of progressively responsible administrative, technical, or professional analytical experience which demonstrates ability to conduct substantive surveys and studies of problems and issues in assigned areas.

or

The rank of Associate Professor or higher in a four-year college or university and demonstrated experience in research or special study work may be substituted for the four years of experience.

Education:

Equivalent to graduation from a four-year college or university.

➤ **Associate, Academic and Institutional Studies III**

Knowledge and Abilities:

Thorough knowledge of the principles of management and organization; and of administrative survey principles and techniques and skill in their applications; thorough knowledge of the subject area of assignment.

Ability to plan, organize, conduct and participate in major administrative and analytical studies; ability to relate the overall objectives and policies of the Trustees, the Office of the Chancellor and the administration and faculties of the campus to the studies; ability to see the interrelationships within and among the various educational, administrative and fiscal programs on the campuses; sensitivity to the special needs of various campuses because of different size, location, characteristics and circumstances; ability to approach problems objectively; ability to present findings and recommendations clearly and diplomatically and to reconcile, to the extent possible, various divergent points of view; ability to utilize complex statistical and various analytical research methods; ability to draw conclusions and develop recommendations; ability to prepare written reports; ability to develop and maintain high level contacts including the leading of meetings and negotiations.

Experience:

Five years of progressively responsible administrative or professional experience which demonstrates ability to conduct complex analyses of problems in assigned functional areas.

or

The rank of Associate Professor or higher in a four-year college or university and demonstrated experience in research or special study work may be substituted for up to four years of experience.

Education:

Equivalent to graduation from a four-year college or university.

➤ **Custodian**

Knowledge and abilities:

A basic knowledge of the methods, materials, and equipment used in custodial work is preferred. Ability to read and write at a level appropriate for the duties of the position; follow verbal and written instructions to ensure safety; operate and care for custodial equipment and supplies applicable to the position; use custodial systems such as those used to track work orders and two-way radios for communication; observe safety requirements and safe work practices and methods as required; perform work involving regular physical activity; and establish and maintain cooperative work relationships. Some positions may require the ability to safely move up to 50 pounds and/or possession of a valid driver's license.

➤ **Information Technology Consultant – Foundation**

Incumbents at this level meet the entry qualifications as defined by the individual classification. The incumbent may be inexperienced or have limited experience in the specific technical field, but usually possesses the general education, training, license or certification pertinent to the body of knowledge encompassed by the technical specialty. Typically, the incumbent works under direct supervision and is able to demonstrate a basic understanding of the standard principles and terminology associated with the technical specialty, address common problems of limited scope, and demonstrate work-ready communication skills.

➤ **Information Technology Consultant – Career**

The career level is broad and includes intermediate through senior level positions. Incumbents at this level work relatively independently and possess the experience to be fully proficient in performing most or all of the work assignments defined for their position. Typically, incumbents have acquired the requisite skills and knowledge through a combination of education, training, and progressive work experience to be able to demonstrate competence in independently applying technical sound judgment to standard and nonstandard applications and systems, solving a wide range of problems and developing practicable and thorough solutions, and using effective communication and listening skills.

➤ **Information Technology Consultant – Expert**

Incumbents at the expert level work almost completely independently on the most complex problems and work assignments. They possess an advanced and comprehensive knowledge of the technical specialty and a working knowledge of related specialties and are able to apply this extensive expertise as a generalist or specialist. Experts are proactive and understand problems from broad, interactive perspective and are able to develop solutions that combine information and ideas in new, unprecedented ways. Incumbents at this level are capable of leading teams and implementation efforts for assigned projects using advanced communication and listening skills.

➤ **Laborer**

Knowledge and Abilities:

Ability to read and write at a level appropriate for the duties of the position and follow verbal and written instructions to ensure safety; perform regular strenuous manual labor; and safely move heavy items in excess of 50 pounds. Some positions may require possession of a valid driver's license.

➤ **Lead Custodian**

In addition to performing the full range of custodial work described above, Lead Custodians are distinguished from Custodians by the assignment of lead work direction for one or more employees engaged in custodial work. The following examples of typical work activities are meant to illustrate the general range of work functions performed by Lead Custodians; they are not meant to be an all-inclusive or restrictive list of lead custodial-related duties.

Perform the full range of custodial work as needed; assist custodial staff in performing their duties; and provide support during absences.

Train and instruct others in the performance of their duties, including appropriate custodial practices and techniques, and the safe use of equipment and materials.

Assign, review, and inspect the work of assigned staff, including completing inspection forms. Assist in maintaining employee time records and reporting absences and provide input to employee evaluations.

Coordinate custodial support for campus events.

Identify and report equipment, supply, and repair needs. Identify and order necessary supplies and materials.

➤ **Police Dispatcher**

Entry Qualifications:

Entry to this first level within this classification typically requires one year of verifiable experience using a switchboard and two-way radio communication system in a law enforcement or comparable agency within the last ten years and a high school diploma or equivalent. Essential entry qualifications require the ability to effectively use a phonetic alphabet, speak clearly and concisely, follow oral and written instructions, transfer information accurately, handle a wide range of interpersonal interactions effectively, and learn the use of applicable automated dispatch and law enforcement systems and databases.

Incumbents must have completed or be able to attend and successfully complete the Police Officers Standards and Training (P.O.S.T.) Dispatcher Course. Incumbents who, upon hire, do not possess a P.O.S.T. Dispatcher Certificate also will be required to pass a written test related to essential dispatching skills. Additionally, incumbents must successfully pass supplemental P.O.S.T. requirements for dispatchers such as a background check, physical and psychological examinations, drug testing, and related requirements.

Position Skill Level I: Typical knowledge and skill requirements

Working knowledge of legal codes, requirements, procedures and techniques for receiving complaints and calls for service and for dispatching and communicating with campus officers in the field.

Ability to effectively converse using police radio systems.

Working knowledge of public safety-related agencies and the respective communication protocols.

Achievement of the P.O.S.T. Dispatcher certificate.

Working knowledge of and ability to use applicable computerized and automated dispatch and law enforcement systems and databases to enter, research and retrieve data as necessary.

Ability to independently respond and act quickly, accurately evaluate information and situations, and make appropriate decisions in routine, non-routine and emergency situations.

Working knowledge of geographical layout and ability to read maps and floor plans to provide directions to officers in the field.

Ability to accurately interpret written policies, follow oral and written instructions, and transfer information.

Ability to provide clear and concise verbal directions quickly and accurately.

Ability to present and summarize information in a variety of written formats, using clear and concise language.
Ability to establish and maintain effective working relationships, interact with all members of the campus community and general public, and maintain composure in highly stressful situations or when dealing with difficult individuals.

Ability to maintain the confidentiality of sensitive information.

Position Skill Level II: In addition to Position Level I knowledge and skill requirements, work assignments typically require:

Thorough knowledge of record keeping laws and regulations for police departments.

Ability to provide lead work direction and train new staff.

Ability to handle multiple priorities and manage multiple situations while under duress.

Ability to analyze and address operational and procedural problems and recommend solutions.

May be required to complete more advanced training.

➤ **Police Officer**

Valid California driver's license.

Working knowledge of current law enforcement methods and procedures.

Working knowledge of current criminal codes and laws.

Effective interpersonal skills to resolve a wide variety of sensitive situations.

Effective oral and written communication skills, including writing clear and comprehensive reports.

Demonstrated ability to think and act effectively in emergency and sensitive situations.

Education and Experience:

High school diploma or equivalent.

Successful completion of a P.O.S.T. certified training program, including obtaining a Basic Course Certificate.

➤ **Research Technician I**

Knowledge and Abilities:

Working knowledge of research techniques and the methods of preparation of research reports; working knowledge of statistical principles and procedures, including methods of frequency series, data, simple correlation methods, sampling techniques, and construction of index numbers.

Ability to assist in preparation of questionnaires, gathering and analyzing research data, and in compiling data for reports and summaries in tabular, graphic, and pictorial form; ability to prepare clear and concise reports; ability to analyze situations accurately and to adopt an effective course of action; ability to speak and write effectively.

Experience:

One year of experience in technical research or statistical work.

One year of graduate study in the social sciences, economics, mathematics, statistics, public or business administration, or engineering fields may be substituted for the required experience.

Education:

Equivalent to graduation from a four-year college or university, including or supplemented by a course in statistics.

Additional experience which has demonstrated that the applicant has acquired and successfully applied the knowledge and abilities delineated above may be substituted for the required education on a year-for-year basis.

➤ **Research Technician II**

Knowledge and Abilities:

Thorough knowledge of research techniques, including the planning of studies and investigations, determining variables, developing bibliographical and other sources of data, and preparation of research reports; general knowledge of statistical principles and procedures, including methods of collecting statistical data, simple correlation methods, time series analyses, analysis of frequency series, sampling techniques, and construction of index numbers; general knowledge of sources of information on social, economic, and population trends in California. Ability to prepare questionnaires and other survey instruments; ability to gather, compile, and analyze research data, and to present data in tabular, graphic, and pictorial form, ability to prepare and work clear and comprehensive reports; capacity for independent and creative thinking and writing on research and statistical problems; ability to plan, organize and supervise the work of a small team.

Experience:

Two years of progressively responsible experience in technical research or statistical work in the collection, compilation, and analysis of data.

Graduate study in the social sciences, economics, mathematics, statistics, public or business administration or engineering may be substituted for the required experience on a year-for-year basis.

Education:

Equivalent to graduation from a four-year college or university. Additional experience which has demonstrated that the applicant has acquired and successfully applied the knowledge and abilities delineated above may be substituted for the required education on a year-for-year basis.

➤ **Research Technician III**

Knowledge and Abilities:

Thorough knowledge of research techniques, including the planning of studies and investigations, the determining of variables and the developing of reference materials; thorough knowledge of research reporting techniques; general knowledge of machine tabulation techniques and the programming of data; thorough knowledge of the techniques and treatment of data such as simple correlation methods, trend analysis, frequency distribution analysis, sampling techniques, hypothesis testing and methods of interval estimation; familiarity with the principles of personnel management and effective supervision and ability to direct the work of others.

Ability to reason logically and capacity for independent and creative thinking on research problems; ability to develop techniques for handling a large variety of detailed data and ability to analyze these data; ability to establish and maintain cooperative working relationships; ability to speak and write effectively; ability to analyze situations accurately and to adopt an effective course of action.

Experience:

Three years of progressively responsible technical research or statistical experience including or supplemented by one year in the interpretation and graphic presentation of data.

Graduate study in the social sciences, economics, mathematics, statistics, public or business administration or engineering may be substituted for the required experience on a year-for-year basis.

Education:

Equivalent to graduation from a four-year college or university. (Additional qualifying professional experience may be substituted for the required education on a year-for-year basis.)

➤ **Student Services Professional I**
Student Services Professional I – Range A

Knowledge and Abilities:

Working knowledge of the basic principles of individual and group behavior; working knowledge of research and observation techniques for the purpose of recording, classifying, and interpreting factual information; and working knowledge of the techniques and methods of interviewing.

Ability to gather and analyze data; ability to reason logically, draw valid conclusions and make appropriate recommendations; ability to participate in and contribute to group meetings, conferences and interviews; ability to clearly express ideas and recommendations orally; ability to write clear and concise reports; and ability to establish and maintain cooperative working relationships with students, staff and faculty.

Experience:

None required.

Education:

Equivalent to graduation from a four-year college or university in one of the behavioral sciences, public or business administration or a job-related field. Specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

Student Services Professional I – Range B

Knowledge and Abilities:

Working knowledge of the methods and problems of organization and program management; working knowledge of research and interviewing techniques; working knowledge of the principles of individual and group behavior; working knowledge of the ability to rapidly acquire such knowledge of the organization, procedures and activities of the specific campus to which the position is assigned; and working knowledge of the basic principles, practices and major trends in the Student Services field to which assigned.

Ability to rapidly acquire a working knowledge of the specific objectives of the campus Student Services program and its relationship to the total campus operation; ability to interpret and apply program rules and regulations; ability to gather and analyze data; ability to reason logically, draw valid conclusions and make appropriate recommendations; ability to present clear and concise information orally and in written reports; ability to establish and maintain cooperative working relationships with faculty, CSU administrators, student organizations and other private and public agencies.

Experience:

Possession of these knowledge and abilities is typically demonstrated through the equivalent of one year of experience in professional Student Services work at the entry trainee level. Equivalent amounts of graduate level, job-related education may be substituted for the required experience.

Education:

Equivalent to graduation from a four-year college or university in one of the behavioral sciences, public or business administration, or a job-related field.

Additional specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

➤ **Student Services Professional II**

Knowledge and Abilities:

Working knowledge of the practices, procedures and activities of the program to which assigned; general knowledge of the methods and problems of organizational and program management; general knowledge of research and interview techniques; and general knowledge of the principles of individual and group behavior. Ability to interpret and apply program rules and regulations; ability to use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements; ability to obtain factual and interpretative information through interviews; ability to reason logically; ability to collect, compile, analyze and evaluate data and make verbal or written presentations based on these data; ability to advise students individually and in groups on routine matters where required; ability to recognize multicultural, multisexed and multi-aged value systems and work accordingly; ability to establish and maintain cooperative working relationships with faculty, CSU administrators, student organizations, private and public agencies and others in committee work, and student advising and community contacts; and ability to rapidly acquire a general knowledge of the overall operation, functions and programs of the campus to which assigned. Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office. Possession of these knowledge and ability demonstrated through the Experience requirements below.

Experience:

Possession of these knowledge and abilities is typically demonstrated through the equivalent of two years of professional experience in one of the student services program areas or in a related field; experience should give evidence of competence and indicate the potential for further growth. A Master's degree in a job-related field may be substituted for one year of the professional experience.

Education:

Equivalent to graduation from a four-year college or university in one of the behavioral sciences, public or business administration or a job-related field. Additional specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

➤ **Student Services Professional III**

Knowledge and Abilities:

The following knowledge and abilities as well as those listed at lower levels in the Student Services Professional series are required for appointment into this classification.

- General knowledge of the principles, practices and trends of the Student Services field as well as general knowledge of the policies, procedures and practices of the program area to which assigned. Thorough knowledge of the principles of individual and group behavior; general knowledge of individual counseling techniques; general knowledge, or the ability to rapidly acquire such knowledge, of the organizational procedures and activities of the specific campus to which the position is assigned; working knowledge of student services programs outside the program to which immediately assigned.
- Ability to analyze complex situations accurately and adopt effective courses of action; ability to advise students individually and in groups on complex student-related matters; ability to determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature; ability to interpret and evaluate descriptions and explanations of problems brought forward by individuals or student organizations, analyze and define the problem, draw valid conclusions and project consequences of various alternative courses of action; ability to carry out a variety of professionally complex assignments without detailed instructions; and ability to establish and maintain cooperative working relationships with a variety of individuals.

Experience: Possession of these knowledge and abilities is typically demonstrated through the equivalent of three years of progressively responsible professional student services work experience. One year in the program area to which assigned may be preferred but is not required.

A Master's degree in Counseling, Clinical Psychology, Social Work, or a directly related field may be substituted for one year of experience. A doctorate degree and the appropriate internship or clinical training in counseling or guidance may be substituted for the three years of experience for positions with a major responsibility for professional career or personal counseling.

Education:

Equivalent to graduation from a four-year college or university in a related field; including or supplemented by upper division or graduate course work in counseling techniques interviewing and conflict resolution where such are job related.

➤ **Student Services Professional IV**

Knowledge and Abilities:

The following knowledge and abilities as well as those listed at lower levels in the Student Services Professional series are required for appointment to this classification.

Thorough knowledge of the policies, procedures and practices of the program area to which assigned or the ability to quickly acquire such knowledge; general knowledge of the policies, practices and activities of Student Services programs outside the program to which immediately assigned; general knowledge of the principles, problems and methods of public administration, including organizational, personnel and fiscal management; general knowledge of advanced statistical and research methods; ability to carry out very complex assignments without detailed instructions; ability to advise students individually or in groups on varied and complex matters; ability to determine the appropriate course of action and proper techniques to utilize while engaged with individuals and groups in personal interactions of a sensitive nature; ability to reason logically and analyze and solve organizational and operating problems of one or several program areas; ability to plan, coordinate and initiate actions necessary to implement administrative or group decisions or recommendations; ability to analyze and define complex organizational, policy or procedural problems, collect and evaluate data, draw valid conclusions and project consequences of various alternative courses of action; ability to understand the roles and responsibilities of others and to gauge relationships accordingly by taking into account the variety of the interrelationships, motivations and goals of the members of the organization served; and ability to establish and maintain effective, cooperative and harmonious working relationships in circumstances which involve the denial of requests or the necessity to persuade others to accept a different point of view.

Possession of these knowledge and abilities is typically demonstrated through the Experience requirements below.

Experience:

Possession of these knowledge and abilities is typically demonstrated through the equivalent to four years of progressively responsible professional student services work experience which includes experience in advising students individually and in groups, and in analysis and resolution of complex student services problems. A master's degree in Counseling, Clinical Psychology, Social Work or a job-related field may be substituted for one year of professional experience. A doctorate degree and the appropriate internship or clinical training in counseling, guidance or a job-related field may be substituted for two years of the required professional experience for positions with a major responsibility for professional, personal or career counseling.

Education:

Equivalent to graduation from a four-year college or university in a related field plus upper division or graduate course work in counseling techniques, interviewing and conflict resolution where such are job related.