



## Student Services Professional Academic-Related Series Part B

Classification Title	Class Codes	Date Established	Date Revised
SSP, Academic-Related I	3070 (12-mo) - 3071 (AY)	11-01-83	11-18-03
SSP, Academic-Related II	3072 (12-mo) - 3073 (AY)	11-01-83	11-18-03
SSP, Academic-Related III	3074 (12-mo) - 3075 (AY)	11-01-83	11-18-03

### OVERVIEW:

Classifications in this series include positions which perform Student Services Professional (SSP) work of sensitive and unusual difficulty and responsibility, requiring advanced professional training and experience which has demonstrated a comprehensive knowledge of an academic or academic-related field within the Student Services area. These classifications are characterized by responsibilities which require that incumbents demonstrate a high degree of professional leadership and assume the role of an authoritative specialist in the program area or areas assigned. Within these classifications, supervision is nominal and determination of methods to be used in the development of the program(s) and service(s) is largely at the discretion of the incumbent. Long-range and immediate program objectives are based on broad general guides. The nature of the personal contacts at this level is to secure acceptance, to explain, to advise on, or to defend the most important and controversial phases of the overall functions and objectives of the program(s) or service(s).

### DISTINGUISHING CHARACTERISTICS OF SERIES:

The Student Services Professional, Academic-Related (SSP-AR) Series is distinguished from the Student Services Professional (SSP) Series by the requirement to engage in extremely complex duties which require advanced training typically gained through a terminal degree such as a doctorate in the field in which the employee is working.

Thus, an SSP-AR working in Counseling would be engaged in personal counseling involving the use of advanced professional knowledges and techniques which are gained through an advanced degree in the counseling field, while an incumbent of a Student Services Professional class would perform duties more analogous to advisement, utilizing knowledge and abilities gained on the job, from other job-related experience, or through some graduate courses in psychological counseling.

An SSP-AR performing teaching duties in a Student Services department typically would be engaged in curriculum development and teaching at a level of complexity and difficulty which requires a doctoral degree or equivalent. The SSP-AR also would be expected to be working in the field at such a level that would contribute to the development of the discipline. The SSP, however, may be engaged in providing information to students in a classroom situation based upon gathering of information which does not involve extensive academic research. The level of classroom instruction performed by the SSP would not involve the depth and breadth of discipline knowledge acquired with the doctorate or equivalent. The SSP level of instruction may involve providing highly specialized information for parts of courses or single class sessions, while the SSP-AR classification

series is to be used where instructional activities are directly related to and are an integral part of the Student Services program office in which the incumbent is located. The SSP-AR classifications are not, therefore, to be used for employees who teach university courses on a part-time basis where such classroom instruction is not an integral part of their ongoing work assignments.

Incumbents of the SSP-AR classifications who are responsible for a program of activities such as test development, student needs and interests research, development of campuswide curriculum and program design and evaluation will develop and interpret written and objective tests; conduct, develop and validate complex research design, development, and implementation; consult with faculty and academic administrators about research results to improve overall university programs and curriculum; and do counseling in unusual individual or group problem situations where research leading to contributions to the field is likely. Performance of such duties requires subject matter knowledge and research techniques typically gained through completion of a doctoral or equivalent program. An SSP, however, may administer testing programs; provide standardized test interpretation, educational and vocational advisement; and engage in segments of research designs under the direction of an SSP-AR or other management staff, and provide information to faculty about potential needs of the campus curriculum based upon student testing results, employer input, campus population needs and desires and the like. Duties performed by the SSP may require the equivalent to some graduate training but would not require the depth and breadth of training obtained in a doctoral program or equivalent training.

#### **TYPICAL ACTIVITIES FOR ALL CLASSIFICATIONS IN THE SSP-AR SERIES:**

All positions appropriately placed in the SSP-AR Series involve duties which presuppose full professional preparation and possession of knowledges, skills and abilities as described in the section on Minimum Qualifications. The duties performed in Student Services which require the doctorate or the equivalent generally fall into three major categories—Counseling, Instruction, Research and Innovation.

##### ***Counseling:***

This category involves a full professional responsibility for counseling of individuals as represented by any and all types of complex psychological, social and personal problems. This entails responsibility for recognizing the need for personal adjustment counseling at the full professional level and includes utilizing both group and individual counseling procedures. Independent responsibility is assumed for the handling of cases from the initial contact with students to the final resolution of the problem. Counseling includes assisting students in identification of major problems, determining services needed, selecting and using appropriate psychological counseling strategies, employing professional therapeutic counseling techniques, assessing and interpreting results, and where appropriate, determining need for referral for specialized medical, social service, or other assistance. The counselor is responsible for the complete analysis and synthesis of the psychological data and for the final evaluation and interpretation of that data.

##### ***Instruction:***

Incumbents performing duties within this category typically teach regular courses in a college or university curriculum directly related to their assigned program area, as well as specially constructed courses which combine academic matter with specially designed learning techniques to facilitate academic achievement of disadvantaged students; direct graduate training of future practitioners in the Student Services field by supervising internship activities; and design curriculum for learning skills development and learning laboratory programs.

##### ***Research and Innovation:***

Incumbents performing duties within this category typically develop and validate a comprehensive campus testing program and/or provide overall administration of a campus standardized, but comprehensive testing program including the proper administration of various tests; design and direct complex statistical research projects; develop recommendations to faculty and administrators concerning student needs, trends and needed modification of campus programs and curriculum based upon statistical research results and/or on advanced curriculum knowledge; consult and advise faculty on most effective test design to achieve desired evaluation results; provide interpretation of highly unusual test results and provide follow-up counseling or refer

students for appropriate follow-up counseling; and develop model situations and programs, conduct research on the effectiveness of testing programs and publicize results which contribute to the development of the discipline.

## **DEFINITION OF CLASSIFICATIONS:**

### ***Student Services Professional, Academic-Related I***

#### **Definition:**

Under general direction, the SSP-AR I performs professional Student Services work in teaching, counseling or research at a level requiring completion of advanced professional training in the speciality area within Student Services to which assigned. This is the entry level for a fully trained professional whose background includes the possession of a doctorate or equivalent, appropriate internship or practicum experience and some directly related work experience, and who is assigned to perform a direct academic-related function.

#### **Distinguishing Characteristics:**

Incumbents in the SSP-AR I classification independently perform the typical activities for the series in a satisfactory manner and may perform some of the more difficult duties typical of the SSP-AR II and SSP-AR III, under the general review of and with consultation from a more experienced SSP-AR or manager.

### ***Student Services Professional, Academic-Related II***

#### **Definition:**

Under general direction, the SSP-AR II performs academic-related professional Student Services work requiring completion of advanced professional training and significant work experience in the speciality area within Student Services to which assigned. This classification encompasses positions of fully trained and experienced professionals whose work demonstrates complete competence and leadership within the department to which assigned.

#### **Distinguishing Characteristics:**

The SSP-AR II classification is distinguished from the SSP-AR I by demonstrating leadership in the field by providing training and consultation to less experienced SSP-AR employees; establishing and maintaining effective relationships between the assigned program and other related professional services; training student paraprofessionals and other employees who are actively involved in staff and leadership roles such as residence hall advising, academic advising, orientation advising, tutoring and peer counseling; providing, in cooperation with academic departments, training and supervision for students enrolled in graduate programs in the social and behavioral sciences; assisting campus offices and groups in the process of goal setting, participative planning and decision making, conflict resolution and the clarification of role relationships; and independently performing assigned duties in a highly competent manner.

### ***Student Services Professional, Academic-Related III***

#### **Definition:**

Under general direction, the SSP-AR III performs professional Student Services work of unusual difficulty requiring completion of advanced professional training and extensive work experience in the speciality area within Student Services to which assigned. This classification encompasses positions occupied by fully trained and experienced professionals whose work demonstrates leadership to the campus and provides contributions to the Student Services and related fields.

#### **Distinguishing Characteristics:**

The SSP-AR III classification is distinguished from the SSP-AR II by demonstrating a high degree of excellence in professional leadership situations or positions; contributing to the field through regular publication of research findings and presentation at professional conferences; furnishing responsible professional opinion to other SSP-AR employees or faculty members about a variety of specific complex cases; revising and adapting established professional tools and techniques for use in solving new and individualized problems; coordinating the development and achievement of related program goals and integrating same with other priorities; and independently performing duties in a fully competent manner.

## **MINIMUM QUALIFICATIONS FOR ALL CLASSIFICATIONS IN THE SSP-AR SERIES:**

### ***Knowledge and Abilities:***

Dependent upon the specific position and classification under consideration, candidates should possess most or all of the following:

*(Campus administrators should determine the depth of knowledge requirements e.g., working, general, thorough, comprehensive, based upon specific position needs.)*

Knowledge of organizational development, planning and structure; principles of administrative, personnel and fiscal management; professional counseling techniques and strategies; statistics and research methodologies; specific academic discipline. Knowledge of or ability to understand the role and functioning of Student Services and Academic Affairs programs in a higher education setting and work with students from multicultural backgrounds presenting various attitudes and value systems.

Ability to counsel students utilizing professional counseling techniques and strategies and meet the needs of a multicultural, multisexed and multi-aged student body group; plan and conduct classes utilizing innovative teaching techniques; visualize needed changes and improvements in counseling or related programs; originate new, different or creative solutions to student problems; gain acceptance of program operations based on positive working relationships and recognition and understanding of the need for compromise; 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 organizations served; collect and analyze data or information; solve problems and to draw conclusions from an analysis of the data collected; apply and utilize various statistical and research methods; organize and present data and information in a concise and logical manner; interview skillfully; establish and maintain cooperative working relationships with others; prepare and present oral and written reports which are clear, concise and comprehensive; and ability to continually increase the range of comprehension and knowledge of the theoretical and practical aspects of the research Performed in the Student Services area.

### ***Education and Experience:***

Applicants for Student Services Professional, Academic-Related I, II and III positions should have a combination of education and experience comparable to the minimum qualifications typically required of individuals eligible for holding the rank of Assistant, Associate and Full Professor, respectively (see below).

A primary consideration in evaluating the education and experience of candidates for a position in these classes is the degree in which such experience and education provide evidence of the specialized skill and knowledge requirements and the potential ability essential to successful performance of the assigned functions of the position to be filled.

Minimum qualifications typically required include possession of an appropriate terminal degree, e.g., either a doctorate in behavioral sciences, counseling, psychology or a specific related academic field or a California license as a Psychologist, Marriage, Family and Child Counselor or as a Clinical Social Worker which require a master's degree in social work with appropriate internship.