

Classification and Qualification



STANDARDS

The California State University System

Student Services Professional Series

Part A

| Class Title | Class Code | Date Established | Occupation Index Reference |
|---------------------------------------------------|------------|------------------|----------------------------|
| Student Services Professional I – 10 Month | 3078 | 11-01-83 | O-1 |
| Student Services Professional I – 12 Month | 3079 | 11-01-83 | O-1 |
| Student Services Professional I – Academic Year | 3080 | 11-01-83 | O-1 |
| Student Services Professional II – 10 Month | 3081 | 11-01-83 | O-1 |
| Student Services Professional II – 12 Month | 3082 | 11-01-83 | O-1 |
| Student Services Professional II – Academic Year | 3083 | 11-01-83 | O-1 |
| Student Services Professional III – 12 Month | 3084 | 11-01-83 | O-1 |
| Student Services Professional III – Academic Year | 3085 | 11-01-83 | O-1 |
| Student Services Professional IV – 12 Month | 3086 | 11-01-83 | O-1 |
| Student Services Professional IV – Academic Year | 3087 | 11-01-83 | O-1 |

SERIES DEFINITION:

Student Services Professionals are responsible for providing a wide variety of professional services and activities ranging from preadmission to the university through postgraduation. The purpose of these services and activities is to assist students in making successful progress toward their degree objectives; to provide learning experiences which supplement those in the classroom; and to assist and encourage students to utilize effectively the knowledges, skills and abilities learned during their university careers.

Such services and activities may include providing information and guidance to students; assisting students to think through problems and select suitable solutions and courses of action; evaluating student needs and authorizing services; coordinating and administering programs, events, and projects; facilitating student involvement in campus life; advocating the needs of individual students and groups of students to university administrators, faculty and staff; and providing support and assistance to students facing a variety of personal as well as institutional problems, questions and challenges.

In addition, Student Services Professionals may serve as “working supervisors” or leadpersons without having the full range of supervisory assignments of the Supervising Student Services Professional series.

DISTINGUISHING CLASSIFICATION FACTORS:

The four levels in the Student Services Professional (Student Services Professional I, II, III, and IV) series are based upon the following five classification factors:

1. Variety and Complexity of Assignment

This factor is characterized by the scope of specific tasks required of the position; the diversity of situations which require use of independent judgment due to lack of or limited precedents, guidelines and procedures; the variety and stability of resources which must be consulted (e.g., procedures, manuals, regulations); the number and diversity of program and/or service areas with which the incumbent must coordinate assignments and be familiar; and the level of skill and knowledge necessary to function successfully.

2. Interaction with Students and Others

This factor is characterized by the nature and frequency of interpersonal contacts with students, parents, faculty, staff, administrators, and the public; the difficulties typically encountered in person-to-person interactions and relationships; the types of persons and levels of positions with whom interaction occurs; and the level of counseling, interviewing and other personal interaction skills required in conducting the person-to-person interaction.

3. Analysis of Materials and Situations

This factor entails the extent to which the incumbent must review information, documents and situations to arrive at sound conclusions, and to recommend or take appropriate action. This analytical requirement varies directly in relation to the scope of the problems being considered, the amount and diversity of the elements which make up each case to be reviewed, and the availability of precedents, procedures, policies and guidelines which can be used in analyzing each case.

4. Independence and Creativity Required

This factor comprises the manner in which work is received and reviewed, and the degree of inventiveness, imagination and/or creative ability necessary. Important elements of this factor include the extent to which controls are imposed on positions by established policy, procedures and precedent; the judgment and independence required in selecting and applying existing guidelines as well as determining courses of action where precedents do not exist; and the extent to which the work requires deviation from standard practices and innovation in the solution of problems.

5. Decision-Making Authority and Impact

This factor is characterized by the types of questions, problems or cases on which incumbents make recommendations, decisions or commitments; the incumbent's authority for determining appropriate courses of action; the importance or priority of the recommendation or decision in relation to other campus activities; and the impact/consequences of decisions upon the program or campus.

STUDENT SERVICES PROFESSIONAL I (Range A and Range B)

Definition:

Under supervision, incumbents perform basic professional Student Services work characterized by continuing assignments in which the primary work processes and tasks assigned follow well established work procedures. This class encompasses a trainee level (Range A) and a fully developed working level (Range B). While the duties performed at both levels will be similar, employees possessing little or no experience will be placed in Range A and will function, with closer supervision, in a trainee capacity. Employees in Range B will be expected to perform with greater independence and under general supervision in performing the duties encompassed by this classification.

Class Characteristics by Classification Factors:

1. Variety and Complexity of Assignment

Incumbents may perform duties in several program operations or services which are well structured and procedural in nature, requiring little or no planning and coordinating of the work; objectives and operations by the incumbent. Incumbents may be required to consult resources for which the element of diversity and instability exist at a moderate level. Use of judgment is limited primarily to locating, selecting and organizing information pertaining to program operations and services. Incumbents may perform procedural, budgetary and staffing analysis for a small program or segment of a large program.

2. Interaction with Students and Others

Personal interactions at this level are primarily limited to students, are a continuing requirement and are conducted to acquire information to ascertain facts, to provide information, and occasionally to secure the cooperation and understanding of others on matters relating to specific Student Services programs. Typically, only the most basic interviewing techniques are utilized at this level. Oral presentations to groups follow well structured or established formats.

3. Analysis of Materials and Situations

Analysis is typically concerned with individual student needs and situations, and involves review of student background and pertinent documents to determine eligibility for various campus services and to assist students to choose appropriate courses of action. Analysis is performed utilizing established guidelines, regulations and precedents. Materials that will be utilized in written and oral presentations are typically reviewed and organized under close supervision or within defined parameters.

4. Independence and Creativity Required

Assignments typically are well structured by policies, procedures and guidelines, although incumbents may exercise independence within the established structure in selecting approaches; incumbents work with close direction where procedures and parameters are less defined and/or change frequently. The majority of assignments require general review only, being concerned with methodology, thoroughness and results.

5. Decision-Making Authority and Impact

Recommendations made at this level typically involve matters covered by regulations, procedures and established parameters; at this level there is little or no other decision-making authority; decision-making authority where it occurs is well defined and of limited extent, and typically impacts only individual student situations, and is not precedent setting.

Examples of Typical Activities:

At this level, incumbents typically assist a higher level Student Services Professional within the program area assigned. Such assistance may be to lend direct support to the ongoing assignments of a higher level Student Services Professional (e.g., to assist in the development and administration of policies and procedures relating to the program area); and/or to be responsible for specific and well-defined functions within a program area (e.g., performing needs analysis, advisement of policy and eligibility requirements, and determining award sources as in Financial Aids).

Examples of typical activities are meant to be illustrative of the work performed by an employee with this title. The actual job description may contain specific duties not outlined in this standard but which could not materially affect the classification.

MINIMUM QUALIFICATIONS:

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.

and

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.

And For Both Range A and Range B

Experience:

Possession of these knowledges 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.

and

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:

Definition:

Under general supervision, incumbents of the Student Services Professional II class perform moderately complex professional student service work in that assignments typically require the application of both knowledge and judgment in using the principles, techniques, standards, guides and professional skills characteristic of a particular student service program or activity. This is the first level to require: planning; both interviewing and counseling techniques; judgment to recommend solutions to problems and changes in program procedures; and acting as spokesperson within the area of expertise.

Class Characteristics by Classification Factor:

1. Variety and Complexity of Assignment

Incumbents typically have sufficiently broad assignments which require some coordination with other functions within the same program area or within other program areas within Student Services. In addition, assigned responsibilities require some planning of the incumbent's work operation.

The problems encountered at this level are generally of limited scope with alternative solutions readily available, although changes in regulations, guidelines and procedures can occur; likewise, situations can arise in which judgment must be utilized to apply existing guidelines and procedures to unusual circumstances. Incumbents of Student Services Professional II positions are expected to use judgment within the area of their expertise to revise existing procedures and to recommend solutions to problems for which precedents may not exist.

2. Interaction with Students and Others

Incumbents are responsible for maintaining effective working relationships with a wide range of students, faculty and the general public. Such interactions typically accomplish any of the following: to obtain factual information on which recommendations, decisions or other actions can be based; to explain the basis for recommendations, decisions or actions; to help further the understanding of the overall Student Services programs and activities; to assist students in planning and organizing moderately complex and/or sensitive informal educational activities; and to assist students in pursuing their educational and career goals by providing factual data about occupational and educational requirements related to student aptitudes, interests and abilities.

Basic interviewing and counseling techniques are utilized in these sessions. Oral presentations at this level are planned by the incumbent and are generally single presentation events covering moderately complex subject matter due to its diversity, frequency of change and/or lack of clear definition or precedent.

3. Analysis of Materials and Situations

Analysis is similar in nature to that at the SSPI level, but occurs more independently and in a wider variety of situations requiring sensitivity to the meaning of the problems encountered and the potential impact on other Student Services areas.

4. Independence and Creativity Required

Incumbents are expected to carry out their day-to-day assignments without immediate direction. Work objectives are set for employees but the methods for performing tasks are frequently left to the judgment of the employee who receives only occasional instruction or advice on decisions. Employees independently plan the work, solve problems and take action. Incumbents of these positions are expected to be sensitive to potential problems so that assistance can be secured on matters which have broader implications than can or should be dealt with independently at this level.

Initiative and creativity are required for situations involving changing guidelines and regulations or where existing procedures and guidelines must be applied to unusual circumstances. Review of the work may range from being general to being detailed depending upon the relative scope and complexity of the particular assignment involved. Supervision received generally consists of discussions of problems, identifying alternative approaches and appropriate recommendations.

5. Decision-Making Authority and Impact

Incumbents make decisions within established parameters, regulations and guidelines which impact student organizations, groups and individual students. Within the delegated area responsibility and within defined guidelines, incumbents determine the level of assistance service to be provided students. With their technical expertise, incumbents recommend change in program procedures; act as spokespersons for the program in their area of expertise; and resolve problems within their area of expertise, and within their area of assignment.

MINIMUM QUALIFICATIONS:

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 knowledges and ability demonstrated through the *Experience* requirements below.

and

Experience:

Possession of these knowledges 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.

and

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 knowledges and abilities shown above may be substituted for the required education on a year-for-year basis.

STUDENT SERVICES PROFESSIONAL III:

Definition:

Under general direction, the Student Services Professional III performs complex Student Services professional work characterized by independent student advisement and guidance in individual and group settings. Such advisement involves basic counseling techniques and may concern career, academic, learning, campus life and/or related issues. Incumbents in this classification spend substantial portions of time in advisement sessions of considerable duration and utilize skills usually gained in graduate courses in counseling and guidance, human relations or related fields.

This level is further characterized by assignments requiring the application of a high degree of judgment, or persuasiveness, imagination and professional skills and knowledges in a specified program or service area, as well as a general understanding of the interrelationships and the need for coordinated action within the total Student Services program. This level requires considerable administrative planning to develop creative solutions which integrate approaches across organizational lines. At this level, there is also the responsibility for recognizing specific program needs and for developing approaches for possible implementation to meet these needs.

Class Characteristics:

1. Variety and Complexity of Assignment

Work assignments of this level are generally complex and/or sensitive, and involve multifaceted concerns of individual students, student organizations, administration, faculty, community groups and others. Assigned responsibilities require considerable planning and coordination of the work operations by the incumbent. Problems encountered are of varying degrees of difficulty, including problems of considerable difficulty where alternative solutions are not readily available, or where guidelines and precedents do not exist or are not applicable. Incumbents are expected to use judgment to select and interpret available guidelines and precedents, and within their area of expertise, to adapt or create approaches and procedures to fit specific situations. Incumbents are expected to develop solutions to individual student problems which represent integrative solutions comprising appropriate elements of all appropriate Student Services instructional programs.

2. Interaction with Students and Others

At this level, the purpose of the personal contacts with students, faculty and representatives of the outside community is to provide or obtain information on problems of a potentially controversial nature, necessitating explanation and interpretation of facts. A considerable degree of tact and persuasiveness is required to achieve the desired results of understanding and/or cooperation. Incumbents of positions at this level must be sensitive to the needs of the individuals and of the groups contacted and also must have keen insight and a sound understanding of some of the cause and effect relationships that exist at the campus.

Incumbents independently provide comprehensive advisement to students who have problems in choosing, pursuing and adjusting themselves to suitable educational and vocational goals. At this level, the aim is to assist students to identify their problems, think them through, evaluate them realistically, deal with their aptitudes and abilities as related to their particular needs and circumstances, select suitable educational or vocational goals, and implement corrective measures to alleviate skills deficiencies.

Incumbents utilize advanced human relations skills and abilities to interact with highly visible student groups to help them identify problems, think through the implications of alternative solutions, evaluate past occurrences and reach appropriate conclusions and decisions. Incumbents will be expected to utilize human relations skills to interact with persons with hostile reactions and bring such situations under control.

3. Analysis of Materials and Situations

Incumbents perform in-depth analysis of individual student or group problems of considerable complexity. Situations are analyzed thoroughly in search of sound solutions rather than being quickly conceived and/or utilizing standard techniques and devices. Incumbents must be able to readily identify problems and alternative solutions available without assistance from guidelines and formulas. Since analytical thinking must occur during person-to-person interactions, incumbents must analyze individual student or group situations thoroughly, perceive the available alternatives and their implications and must formulate and verbalize this information with those present. Incumbents may also plan, develop and conduct Student Services related instructional sessions, courses and/or seminars.

4. Independence and Creativity Required

Incumbents are assigned ongoing responsibilities and work without benefit of day-to-day assignments. Incumbents are required to develop plans and approaches to situations where few precedents or guidelines exist. Likewise, incumbents must adjust approaches and techniques in the face of unpredictable responses and rapidly changing circumstances. Supervision emphasizes overall results and occurs on a case review basis. Both typical and unique cases encountered are subject to discussion and examination of alternate approaches and techniques to be used in the future.

5. Decision-Making Authority and Impact

Incumbents make decisions in individual cases to resolve problems where guidelines and precedents do not exist; independently determine approaches and techniques to utilize in advisement situations, and within established parameters, independently determine campus services and other resources to be provided individuals or groups of students; and recommend changes on varied matters both within and outside the area of specific assignment.

MINIMUM QUALIFICATIONS:

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.

and

Experience:

Possession of these knowledges 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.

and

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:

Definition

Under general supervision, the Student Services Professional IV performs *highly complex* professional Student Services work in reviewing the most difficult individual, group or organizational problems, developing and recommending courses of action, and implementing proposed solutions. Incumbents in this classification typically utilize a combination of high-level analytical skills and high-level interpersonal skills in working on complex problems from the investigation and analysis stage through the solution and implementation stage. This is the first level where assignments regularly impact other Student Services areas and where the scope of assignments is program-wide.

Class Characteristics:

1. Variety and Complexity of Assignment

Incumbents must resolve the most difficult program problems, typically involving highly sensitive and complex student group issues or program-wide organizational matters.

Such problems usually involve matters of such breadth that viable alternative solutions regularly impact upon other program areas thereby requiring consideration of elements outside the incumbent's program areas. Issues encountered are often in conflict with each other and require solutions which sometimes involve changes in guidelines or policies.

2. Interaction with Students and Others

Personal interactions occur in the most sensitive and complex group problem situations. A high degree of tact and persuasiveness must be utilized in maintaining effective and cooperative relationships in circumstances which often involve negative decisions and the necessity to persuade others to accept a different point of view. While incumbents may be involved in both individual and group interactions, personal contacts at this level frequently are for the purpose of providing or obtaining information where the issues involved are often incompatible and require solutions which occasionally necessitate changes in policy. The course of action to be taken is almost always discretionary and interpretations made of technical and administrative matters are generally accepted.

3. Analysis of Materials and Situations

Incumbents analyze problems of program-wide scope encompassing many major program elements and possessing considerably more breadth than would normally be present in situations involving individual students or groups of students.

Such analysis includes consideration of the impact of changes in a program area or other program areas. Incumbents review existing and proposed policies, practices and organizational structure and propose changes or develop full revisions as appropriate; conduct studies and surveys and prepare reports with recommendations based on results; provide analysis and guidance in major installations (office-wide) of new procedures and systems. Some positions at this level involve in-depth analysis of complex subject matters or fields and the independent development of thorough and extensive written materials for the purpose of developing knowledge and skills of students. In a staff capacity, incumbents may perform major program analysis responsibilities for an entire division.

4. Independence and Creativity Required

Within assigned areas of responsibility, incumbents independently plan and organize work requirements and tasks to be accomplished, determine work priorities, select desired methodology from alternative approaches, handle unusual situations without advice or instruction, solve problems and make decisions which have impact on the work of others and the department to which assigned. Work responsibilities are established by assigning overall responsibility for functions to the incumbent with only occasional follow-up review.

Decisions or courses of action to be taken are usually discretionary. Review is by means of consultation and discussion. Major work results are examined for soundness of judgment and for general effectiveness and adequacy with respect to existing program policies and objectives.

5. Decision-Making Authority and Impact

Incumbents independently determine level of services and other resources to be provided individuals or groups of students where guidelines and precedents do not exist. Is authorized to make decisions which go beyond individual cases and which establish precedents and guidelines for future situations. Incumbents are delegated a high degree of responsibility for making recommendations involving broad areas of policy formulation and complex administrative action and for implementation such recommendations when adopted.

MINIMUM QUALIFICATIONS:

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 knowledges and abilities is typically demonstrated through the *Experience* requirements below.

and

Experience:

Possession of these knowledges 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.

and

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.