

DIRECTOR, DISABLED STUDENTS PROGRAMS & SERVICES

JOB SUMMARY

Under the general direction of the area administrator, provides strategic leadership, planning, and administrative oversight for comprehensive programs and services designed to ensure equal access for students with disabilities. The Director advances Guided Pathways, Vision 2030, and institutional equity goals by reducing barriers and improving outcomes for students with disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements and duties does not exclude them from the position if the work is similar, related, or a logical assignment to this class.

1. Provide overall leadership and administrative oversight of districtwide Disabled Students Programs and Services (DSPS); plan, develop, implement, and evaluate programs that ensure access and success for students with disabilities; ensure consistent DSPS service delivery across District locations; and manage the development and implementation of student success initiatives designed to increase retention, persistence, and completion for program participants.
2. Develop policies, standard operating procedures, and ensure service delivery models align with Section 504 and 508 of Rehabilitation Act of 1973, Americans with Disabilities Act, AB 77, Education Code Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076 and district policies and procedures related to students with disabilities; interpret and explain federal, state, and other mandated regulations; oversee and maintain compliance with federal and state mandates; and ensure confidentiality and compliance with FERPA and disability-related privacy laws.
3. Assist with monitoring program budgets and expenditures to support the development of resource allocation strategies; ensure fiscal accountability and compliance with District and State funding regulations.
4. Provide administrative oversight of services for Deaf and Hard of Hearing (DHH) students, including interpreting, captioning, and communications access services; ensure coordination of assistive technology, equipment, accommodations for DHH students; ensure reliable and consistent scheduling, coordination, and quality assurance of interpreters and related districtwide services.
5. Supervise, train and support assigned personnel including counselors, classified professional, and student workers; develop training, orientation, and professional development personnel.
6. Collaborate with instructional programs to ensure implementation of accommodations in academic settings; assist faculty and departments with implementing accommodations in an instructional setting.
7. Manage program orientations, workshops, and student engagement activities that foster a supportive learning environment; provide training, presentations, and informational sessions district employees and community partners regarding department services.
8. Oversee, plan, coordinate and provide outreach and recruitment activities for eligible student populations in partnership with local agencies and community organizations; support the development

of program outreach materials and communication strategies to increase awareness of available services.

9. Oversee and monitor DSPS eligibility determination and the interactive process to identify and evaluate students reasonable accommodation needs.
10. Serve as a District resource on disability compliance, accommodation, and access-related matters; act as a resource for Office of Civil Rights complaints and disability related matters throughout the District.
11. Support and submit program review; contribute and support accreditation review and standards; develop and implement standards, programs, policies and procedures consistent with program requirements and needs .
12. Maintain audit-ready documentation; ensure program integrity; oversee submission of audit materials; compile student data and statistics; complete and submit required reporting; evaluate and monitor MIS, Scheduling and Reporting System (SARS) and other data for accuracy.
13. Participate in district committees, advisory groups, and institutional initiatives; attend conferences; participate in local, regional, and state activities.
14. Perform other related duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

1. Americans with Disabilities Act; Section 504/508, Office of Civil Rights requirements, California Title 5.
2. Categorical budgets.
3. Federal, state, and local DSP&S programs, regulations, and guidelines.
4. Principles and practices of supervision, training, evaluation, recognition and progressive discipline.
5. Communication access services.
6. Assistive computer technology and computer assisted instruction.
7. Financial and statistical record-keeping techniques.
8. Data analysis, MIS reporting, and program evaluation.
9. Advising, counseling, and/or interviewing.

Ability to:

1. Coordinate student support services across multiple programs and district departments.
2. Analyze program data and assist in planning initiatives.
3. Learn and utilize technology solutions that provide essential and relevant services to students.
4. Read, interpret, apply, and explain laws, guidelines, and regulations.
5. Develop and implement innovative student success programs utilizing alternative funding sources.
6. Develop and maintain accurate records and reports.
7. Prepare and deliver oral presentations and training.
8. Effectively communicate orally and in writing.
9. Establish and maintain cooperative and effective working relationships with others.
10. Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

QUALIFICATIONS AND REQUIREMENTS

Education and Experience:

The incumbent must meet the minimum qualifications for a DSPS counselor or instructor or meet the minimum qualifications for an educational administrator.

Minimum educational qualifications for a DSPS counselor or instructor:

1. Counselor qualifications shall be satisfied by meeting one of the following requirements:
 - a. Master's degree in rehabilitation counseling, or
 - b. Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following:
 - i. Counseling for students with disabilities; or
 - ii. Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities, or the equivalent.
2. The minimum requirements for service as a community college faculty member teaching a credit course in adapted physical education shall be the minimum qualifications for an instructor of credit physical education, and fifteen semester units of upper division or graduate study in adapted physical education.
3. The minimum requirements for service to work with students with speech and language disabilities shall be satisfied by meeting the following requirements:
 - a. Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and
 - b. Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.
4. Except as provided in Subsections (1) through (3) above, the minimum requirements for service as a community college faculty member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements:
 - a. Possession of a master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and
 - b. Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to:
 - i. Learning disabilities;
 - ii. Developmental disabilities;
 - iii. Deaf and hearing impaired;
 - iv. Physical disabilities; or
 - v. Adapted computer technology

Minimum educational qualifications for an educational administrator:

1. A Master's degree;
2. Incumbents must also have the following to meet the minimum qualifications for this positions:

- a. Two (2) years of professional experience (within the last four (4) years) in one of the following:
 - vi. Instruction or counseling in a higher education program for students with disabilities
 - vii. Administration of a program for students with disabilities in an institution of higher education
 - viii. Teaching, counseling, or administration in secondary education, working predominately or exclusively in programs for students with disabilities
 - ix. Administrative or supervisor experience in industry, government, public agency, military, or private social welfare organization in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.

Licenses and Certifications:

Travel will be required for this position between District locations. Incumbent will be responsible for securing transportation to assigned locations.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects weighing up to 20 pounds.

Work is performed primarily in a standard office setting with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances; frequent interruptions and distractions. Incumbents may be exposed to occasional contact with dissatisfied or upset individuals.