

**DIRECTOR, DISABLED STUDENT PROGRAMS AND SERVICES
JOB DESCRIPTION – ACADEMIC SUPERVISORY**

POSITION OVERVIEW

Under the general administrative direction of the designated dean, the Director of Disabled Student Programs and Services (DSPS) is directly responsible for providing leadership, oversight, direction, planning, coordination, and general supervision and evaluation of the Disabled Student Programs and Services, staff, and faculty.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

1. Coordinate and evaluate the daily operations of the DSPS program, including service delivery, policy and procedural development, and publications.
2. Monitor, prepare, and administer program budgets.
3. Monitor and analyze DSPS operations and activities for financial effectiveness and operational efficiency.
4. Provide technical direction and assistance in developing and implementing policies, procedures, and programs to enhance operational efficiency of the DSPS Office.
5. Direct and participate in providing technical assistance to students, College personnel and others concerning DSPS operations and programs.
6. Assure compliance with all federal and state disability laws, rules and regulations; including Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act (ADA) of 1990; the Americans with Disabilities Act Amendments Act (ADAAA) of 2009; the Family Educational Rights and Privacy Act (FERPA) and other federal and state laws pertaining to higher education and disability.
7. Maintain awareness of local, state, and federal trends for use in forecasting services and instruction.
8. Provide leadership and coordination of service delivery to our Deaf and Hard of Hearing student population.
9. Work closely with the Deans and the Compliance Officer regarding student complaints and issues.
10. Maintain necessary and appropriate records and data related to program funding as required by the Chancellor's Office (MIS reporting) and other regulatory agencies.
11. Serve as a program liaison and participate in outreach to schools, community groups, and local agencies.
12. Provide consultation to faculty and administration regarding access to facilities, technology, and instructional programs.
13. Facilitate communication about disabled students' policies, procedures, programs, and services.
14. Coordinate professional development and services with other campus groups related to students with disabilities.
15. Act as first-line responder to student and faculty issues and concerns regarding accommodations and services.
16. Coordinate training and workshops for faculty and staff regarding students with disabilities.
17. Regularly convene the DSPS Advisory Workgroup.
18. Hire, train, supervise, and evaluate all personnel associated with the program, including performance plans, recommending transfers, reassignment, termination, and disciplinary actions.

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19. Coordinate subordinate work assignments and review work for accuracy, completeness, and compliance with established standards, requirements, and procedures.
20. Support DSPS staff in hiring, training, and supervising short-term temporary and student employees.
21. Serve as the program representative on campus committees and community meetings.
22. Research and implement new technologies for the delivery of DSPS services.
23. Perform other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

1. Federal, State and local regulations pertaining to serving students with disabilities.
2. Applicable laws, regulations, policies, and procedures relevant to the position.
3. Policies and objectives of assigned student support services programs and activities.
4. Budget preparation and control.
5. Community colleges in higher education, including the mission of the California Community College System.
6. Effective and concise verbal and written communication skills.
7. English usage, spelling, grammar, and punctuation.
8. Effective planning and organizational techniques.
9. Leadership, team building, motivation, and conflict resolution principles.
10. Principles of supervision, training, and performance evaluation.

Ability to:

1. Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.
2. Analyze situations accurately and adopt an effective course of action.
3. Ability to work independently and take initiative.
4. Create and implement systems, procedures, and processes.
5. Ability to communicate clearly and interact effectively with students, faculty, and staff from a broad range of programs and disciplines.
6. Create goals, outcomes, and measurable metrics to assess outcomes as part of the planning process.
7. Develop and evaluate plans to meet current and future needs for student success.
8. Direct staff appropriately in developing best practices in a teamwork environment.
9. Work effectively with students, faculty, and staff from multi-cultural backgrounds and promote access and equity; work cooperatively and coordinate projects with other administrators and staff to offer effective services to students.
10. Interpret, apply, and effectively explain rules, regulations, policies, and procedures to various groups.
11. Manage multiple projects while meeting schedules and timelines.
12. Review and evaluate employee job performance, effectively supervise assigned staff, and foster a teamwork environment.
13. Communicate effectively, both orally and in writing.
14. Create and give professional presentations to internal and external audiences.

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MINIMUM QUALIFICATIONS

Education and Experience:

Minimum qualifications can be met one of two ways:

1. **Option 1** - By meeting the minimum qualifications for a DSPS counselor or instructor, outlined in Section 53414 (a) through (d); OR
2. **Option 2** - By meeting the minimum qualifications for an educational administrator, outlined in Section 53420.

Option 1 (Section 53414 (a) through (d)):

Minimum qualifications can be met one of two ways under Option 1, as outlined, either through meeting Alternative 1, or Alternative 2.

To meet minimum qualification under Alternative 1, all three of the listed criteria must be met.

Criteria One

- (1) Master's degree in rehabilitation counseling, OR
- (2) 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
 - a. 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 postsecondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or
 - b. two years of fulltime experience, or the equivalent, in one or more of the following;
 - (A) Counseling for students with disabilities; or
 - (B) 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.

Criteria Two

- (1) The minimum requirements for service as a community college faculty member teaching a credit course in adapted physical education, and
- (2) Fifteen semester units of upper division or graduate study in adapted physical education.

Criteria Three

- (1) Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and

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- (2) Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.

To meet minimum qualification under Alternative 2, the one criterion, as listed, must be met.

Criterion One

- (1) 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
- (2) Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to:
- (A) Learning disabilities;
 - (B) Developmental disabilities;
 - (C) Deaf and hearing impaired;
 - (D) Physical disabilities; or
 - (E) Adapted computer technology.

Option 2 (Section 53420):

- (A) Possession of a master's degree; and
- (B) one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.
- (C) And, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:
- (1) instruction or counseling or both in a higher education program for students with disabilities;
 - (2) administration of a program for students with disabilities in an institution of higher education;
 - (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
 - (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

DESIRABLE QUALIFICATIONS

1. Two (2) or more years of experience providing administrative leadership in programs serving disabled students.
2. Demonstrated ability to manage financial resources with a fiscal responsibility and accountability record.