

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

CLASS TITLE: DIRECTOR, DISABILITY SUPPORT SERVICES

DISTRICT VALUES

Incumbents in District positions are expected to exhibit an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, gender identity, sexual orientation, and ethnic backgrounds of community college students, and employees, including those with physical or learning disabilities, and successfully foster and support an inclusive educational and employment environment.

DEFINITION

The Director will contribute to the strategic plan and advance the equity goals and objectives identified in the strategic plan of Southwestern College. Under general direction: plans, manages, directs and coordinates a variety of district wide instructional services and programs to provide quality educational opportunities for students with disabilities; directs services provided by the District's Disability Support Services (DSS) Department; supervises and evaluates assigned faculty and staff; supervises the preparation and maintenance of required records and reports; assumes responsibility for procurement, expenditure and accounting for funding in compliance with applicable law and policy; assure proper college wide implementation, monitoring and maintenance of assigned programs; and performs related work as required.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Dean of Student Engagement & Completion Programs or designee. Exercises direct and general supervision over assigned faculty and staff.

CLASS CHARACTERISTICS

This is an Academic (Educational) Administrator classification that directs, supervises, and manages all activities of DSS programs. Responsibilities include performing diverse, specialized, and complex work involving significant accountability and decision-making responsibility. The incumbent organizes and oversees day-to-day activities and is responsible for providing professional-level support to the Dean in a variety of areas. Successful performance of the work requires an extensive professional background, as well as skill in coordinating programmatic work.

EXAMPLES OF TYPICAL FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

1. Manages, coordinates, and provides equity-minded leadership for a variety of services that enhance and facilitate learning opportunities for all students with disabilities.
2. Plans, organizes, directs, and provides administrative leadership for the programs and operations of the DSS Department; directs all aspects related to the planning, staffing, delivery, and evaluation of DSS programs; provides overall supervision of DSS programs and services, faculty, and staff functions, and related activities that serve the academic and student affairs needs of students with disabilities;

analyzes curriculum and offered courses and recommends modifications as needed; ensures the academic integrity of DSS Department programs and courses.

3. Ensures compliance with Title V regulations and the Americans with Disabilities Act related to DSS; represents the interests of the Department.
4. Participates in the development and implementation of goals, objectives, policies, and priorities for assigned activities, programs, and operations; within District and program policy, recommends appropriate service levels and resources; recommends and administers policies, procedures, and programs for students with disabilities; participates in long-range planning activities.
5. Oversees and participates in the development and administration of the department budget; participates in the forecast of funds; monitors and approves expenditures; implements adjustments; assumes responsibility for reporting and accounting for categorical funding of programs and related reports.
6. Develops policies and procedures within federal, state, and District guidelines to ensure access to District programs for students with disabilities.
7. Through supervision of faculty and staff and participation in and facilitation of work groups, develops, and standardizes procedures and methods to improve and continuously monitor the efficiency and effectiveness of DSS programs, service delivery methods, and procedures; assesses and monitors workload, administrative and support systems, and internal reporting relationships; identifies opportunities for improvement and makes recommendations to the Dean.
8. Reviews academic and student affairs programs, student learning outcomes, services, activities, and expenditures for compliance with applicable federal and state laws, regulations, and guidelines, District policy and procedures, and responsiveness to the needs of students with disabilities.
9. Participates in the selection of new faculty and staff for assigned areas of responsibility; trains, motivates, and evaluates assigned faculty and staff; provides or coordinates faculty professional development and staff training; coaches faculty and staff toward improved performance; recommends and implements discipline and termination procedures; responds to faculty and staff questions and concerns.
10. Responds to student complaints about program services, faculty, or staff; resolves problems related to student eligibility, acceptance, utilization of programs, and delivery of programs and services.
11. Provides leadership and serves in an advisory capacity to District administrators, faculty, and staff regarding access to college programs and services for students with disabilities.
12. Provides leadership in the evaluation of offered courses; collaborates with the Dean and other departments to design class schedules to meet the learning needs of students and to ensure that facilities are used to their potential; provides consultation to the Dean in scheduling courses and services at other District sites with concurrence from the Center Deans.
13. Attends and participates in professional group meetings and various committees and advisory groups; stays abreast of new trends and innovations in the field of DSS and other services as they relate to the area of assignment.
14. Maintains and directs the maintenance of working and official departmental files.

15. Monitors changes in laws, regulations, and technology that may affect District or program operations; implements policy and procedural changes as required.
16. Prepares, reviews, and presents staff reports, various management and information updates, and reports on special projects as assigned by the Dean.
17. Responds to difficult and sensitive public inquiries and complaints and assists with resolutions and alternative recommendations.
18. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
19. Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Organization and development of programs and services for students with disabilities including an action plan to serve the entire district
- Administrative principles and practices, including goal setting, budget development, program development, implementation, and evaluation.
- Organizational and management practices as applied to the analysis and evaluation of projects, programs, policies, procedures, and operational needs.
- Principles and practices of employee supervision, including work planning, assignment, review, and evaluation, and the training of staff in work methods and procedures.
- Applicable federal, state, local, and District laws, including ADA, regulations, ordinances, policies, and procedures relevant to students with disabilities programs, projects, and operations.
- Principles and practices of curriculum and course development.
- Contemporary issues of inclusion, social justice, diversity, access, and equity as related to higher education.
- Methods and techniques for the development of presentations, business correspondence, research and reporting, and information distribution.
- Principles and procedures of record keeping.
- Modern office practices, procedures, technology, and computer equipment and applications, including word processing, database, and spreadsheet applications.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for effectively representing the District in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.
- Techniques for providing a high level of customer service by effectively interacting with students, staff, faculty, representatives of outside organizations, and members of the public, including individuals of diverse academic, socioeconomic, ethnic, religious, and cultural backgrounds, physical ability, and sexual orientation.

Ability to:

- Develop and implement goals, objectives, policies, procedures, work standards for assigned program areas.

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- Provide administrative and professional leadership and direction for assigned program.
- Develop and monitor budgets and effectively utilize resources.
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physical ability, and ethnic backgrounds of community college students.
- Interpret, apply, explain, and ensure compliance with applicable federal, state, local, and District laws, regulations, ordinances, policies, and procedures.
- Select, train, motivate, and evaluate the work of faculty and staff; train faculty and staff in work methods and procedures.
- Delegate authority and responsibility.
- Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
- Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
- Gather and analyze data, evaluate alternatives, and make sound recommendations.
- Maintain accurate databases, records, and files.
- Effectively manage priorities in complex and diverse operational units.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Understand scope of authority in making independent decisions.
- Use tact, initiative, prudence, ethics, and independent judgment within general policy, procedural, and legal guidelines.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Provide leadership and work collaboratively and productively with all stakeholders, including faculty, students, administrators, support staff, unions, and the community.

MINIMUM QUALIFICATIONS:

A Master's degree **AND** one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment; **AND** two (2) years of full-time experience or equivalent within the last four (4) years in one of the following fields: (1) Instruction or counseling 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; (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; **OR**

Master's degree in rehabilitation counseling **OR**

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

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(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; (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 **OR**

Master's degree in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education; **OR** Bachelor's degree in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education **AND** Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy; **AND** fifteen (15) semester units of upper division or graduate study in adapted physical education **OR**

Master's degree in speech pathology and audiology, or in communication disorders; **AND** licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California **OR**

Master's degree in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; **AND** fifteen (15) semester units of upper division or graduate study in the area of disability, to include, but not be limited to learning disabilities, developmental disabilities, deaf and hearing impaired, physical disabilities, or adapted computer technology.

DESIRED QUALIFICATIONS:

Two (2) years of full-time supervisory experience or equivalent working predominantly with programs and services supporting students with disabilities in higher education.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and communicate in person, before groups, and over the telephone. This is primarily a sedentary office classification although movement between work and campus areas may be required. Use of a computer to access, enter, and retrieve data or use of a calculator is needed.

ENVIRONMENTAL ELEMENTS

Incumbent works in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances.

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Johnson & Associates

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Johnson & Associates

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Human Resources

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Human Resources