



Classification Title: Director, Disability Resources

Department: Disability Resource Center

EEO6 Code: 1

Staff Category: Administrative Association (Educational Administrator)

Salary Range: 66

Supervision Received From: Dean, Student Success, Equity, Counseling

Original Date: 7/2012

Supervision Given: Faculty, classified, hourly, and volunteer staff in the Disability Resource Center

Last Revision: 3/2024

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

JOB SUMMARY.

Responsible for the administration, quality and coordination of the Disabilities Resource Center; planning, organizing and directing services for students with disabilities while ensuring compliance with Federal, State, and College laws, statutes, policies and regulations applicable to educational opportunities and accessibility for students to students with disabilities; develops and maintains a welcoming and professional environment that supports a sense of belonging for employees and students; provides leadership in the development of collegial, supportive on and off campus collaboration in support of students' needs; prepares and adheres to all federal and state mandates and complies with audits, program review, and reporting as required.

DISTINGUISHING CHARACTERISTICS.

The Director, Disability Resources is distinguished from other directors by its responsibility for the College's Disability Resource Center.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS. Essential responsibilities and duties may include, but are not limited to, the following:

1. Performs full supervisory activities in accordance with relevant District policies, procedures, and applicable employee contracts/handbooks, which includes selecting and training new employees; planning, assigning, scheduling, and evaluating completed work; approving overtime/compensatory time; preparing and signing employee performance evaluations; recommending reclassifications; responding to grievances and taking appropriate disciplinary action; and performing related supervisory activities.
2. Plans, organizes, directs, and controls the activities, services, and operations of the department; establishes, implements, and enforces departmental goals and objectives.
3. Interprets, applies, and assures compliance with applicable laws, codes and regulations; remains current on applicable legislative decisions and developments.
4. Prepares, submits, and monitors the annual budget for the assigned department; researches and approves expenditures for services, supplies, and equipment in accordance with established policies, procedures, and protocols; solicits and evaluates funding options and requirements; prepares related budgetary and financial reports.
5. Develops and formulates program goals and objectives as well as office policies and procedures to assure optimum efficiency; monitors expenditures and assures the maintenance of adequate audit trails.

6. Assures compliance with State and Federal laws, mandates, and regulations applicable to educational opportunities and accessibility for students with disabilities.
7. Assists in training the College's Americans with Disabilities Act Officer regarding accommodation provisions for students with disabilities; reviews denials of requested academic accommodations in accordance with District procedures.
8. Directs and evaluates interpretation function operations to assure compliance with applicable laws, regulations, and codes.
9. Communicates with District personnel and representatives of government agencies and professional organizations to coordinate services, refer students with disabilities and exchange technical information.
10. Oversees and participates in the preparation of comprehensive and detailed reports related to the operational, budgetary, and service activities for students with disabilities.
11. Develops Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Program Review Plans (PRPs) for the Disability Resource Center; monitors assessment of outcomes and develops plans of action for improvement based on the assessment of the outcomes and in accordance with program and District goals and objectives.
12. Oversees the fulfillment of college requests for accommodations related to interpreter services for non-DRC students, faculty, staff and community members.
13. Leads the implementation of campus-wide accessibility efforts as part of the college's commitment to Diversity, Equity, Inclusion, Accessibility and Antiracism (DEIAA); provides campus wide accessibility coordination.
14. Oversees the Access Technology Center for students with disabilities including instructional classes.
15. Oversees the Disability Resource Center instructional program, including curriculum development and review.
16. Directs the maintenance of a variety of records and files regarding services provided, student progress, program budgeting and personnel.

Marginal Functions:

1. Participates in/on various committees, task forces, boards, meetings, and/or other related groups to receive and/or convey information.
2. Participates in shared governance through service on planning and/or operations committees and task forces.
3. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Education/Training:

A Master's degree from an accredited college or university.

Experience:

Must meet both of the sets of qualifications under (a) and (b) below.

- (a) One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.
- (b) Two years of full-time equivalent experience within the last four years in one or more of the following fields listed in (1) through (4) below:
 - (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.

- (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.

Preferred Qualifications:

1. A Master's degree in rehabilitation counseling, 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 related field.
2. Upper division or graduate-level coursework related to people with disabilities.
3. Experience in teaching or counseling students with disabilities, preferably in higher education.
4. Experience in managing categorical budgets and grants.
5. Supervisory experience in the administration of programs for students with disabilities.

Knowledge of:

1. Managerial principles and practices.
2. Federal, State, local and District laws, regulations and policies governing individuals with disabilities.
3. Populations of individuals with disabilities.
4. Automated financial systems.
5. Education limitations, and reasonable accommodations in higher education for students with disabilities.
6. MIS reporting systems.
7. Disability classifications and characteristics.
8. Academic and vocational counseling principles and practices.
9. Resources for individuals with disabilities.
10. Curriculum development processes and procedures.
11. Assistive technologies.
12. Post-secondary special education programs.
13. Adaptive physical education principles.
14. Basic research methods and report writing techniques.
15. Budgeting principles and practices.
16. Public relations principles, including the use of tact, patience, and courtesy.
17. Community college organization, operations, policies, and objectives.

Skill in:

1. Supervising, training and directing the work of others.
2. Utilizing a computer and related software applications.
3. Analyzing and troubleshooting difficult situations accurately and adopting an effective course of action.
4. Establishing and maintaining effective working relationships with those contacted in the course of work; maintaining communication with District and college staff and various agencies to coordinate program services, exchange information, and refer students with disabilities.
5. Establishing and maintaining communication with local community resources, legislative leaders, and organizations.
6. Developing, administering, and maintaining program budget.
7. Interpreting complex data and information.
8. Communicating clearly and concisely, both orally and in writing.
9. Mediating difficult and/or hostile situations.
10. Effectively responding to all situations/incidents using sound judgment and decision-making skills.
11. Compiling and organizing data from a variety of sources.

12. Maintaining accurate and complete records.
13. Maintaining confidentiality and exercising discretion.
14. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, age, cultural, physical or mental disability, medical condition, gender, gender expression, gender identity, sex, sexual orientation, nationality, race, and ethnic backgrounds of community college students, faculty, and staff.
15. Planning, organizing, directing, and controlling the activities, services, and operations of the Disability Resource Center.
16. Providing technical expertise and guidance to District administrators concerning matters related to students with disabilities.
17. Working with individuals with disabilities to resolve a variety of issues raised by them.
18. Providing counseling and advisement services to students with disabilities.
19. Working independently with little direction.
20. Maintaining accurate and complete records.

WORKING CONDITIONS.

Environmental Conditions:

Office environment; exposure to computer screens, noise and electrical energy; extensive contact with faculty, staff, and students.

Physical Conditions:

Essential and marginal functions require maintaining physical condition necessary for ambulating for extended periods of time.

TERMS OF EMPLOYMENT.

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.