

**Director of Access Programs**  
**Cerro Coso Community College**  
**Kern Community College District**  
**JOB DESCRIPTION**

**Definition**

Under the direct supervision of the Vice President of Student Services, the Director of Access Programs is responsible for administrative direction and oversight for the operation and management of DSPS, EOPS/CARE/NextUp, CalWORKS and TANFF.

**Examples of Duties**

*Essential Job Duties: The duties listed below are intended only as illustrations of the various 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. Supervise and coordinate operations for all assigned programs including department planning, personnel hiring and evaluation, and fiscal oversight for DSPS, EOPS/CARE/NextUp, CalWORKS and TANFF.
2. Interpret, administer, and comply with District, state and/or federal policy regarding assigned programs.
3. Interpret and administer College policy with respect to student-centered educational services.
4. Plan, implement, and evaluate short and long-range strategies, goals, and objectives related to assigned programs.
5. Review, assess, and evaluate assigned programs and services; recommend and implement approved plans and policies to facilitate and improve outcomes, operations and programs within areas of responsibility.
6. Provide leadership in training and staff development opportunities for program staff, as well as requirements for DSPS training of other campus personnel.
7. Develop, implement, and monitor the annual plans, yearly budgets, and budget expenditures.
8. Act as liaison with District, State, and Federal governing bodies regarding assigned programs and practices.

9. Market, train, and educate the college community and the general public on available program services and support.
10. Develop and generate statistical data and district and statewide reports related to DSPS, EOPS/ CARE/NextUp, CalWORKS and TANFF.
11. Assess student needs and provide support services to respond to those needs.
12. Assist in the design and assessment of institutional research focusing on student outcomes.
13. Work closely with faculty chairs, student services directors and other appropriate staff in support of student success, equity and learning.
14. Serve on college and district committees as appropriate.
15. Perform other duties as assigned or required.

## **Minimum Qualifications**

- Master's degree from an accredited college/university, preferably in rehabilitation counseling or a related field with coursework and experience in counseling people with disabilities, or a field related to serving individuals disadvantaged by educational, language, social, or economic factors. (Meeting the minimum qualifications for a DSP&S counselor or instructor, or for an educational administrator as set forth in Title 5. In general, the minimum qualifications for an instructor are met by having a Master's degree in the category of disability or a related field, and 15 semester units of upper division or graduate study in an area of disability. The minimum qualifications for an educational administrator are a Master's degree and one year of formal training, internship, or leadership experience reasonably related to the assignment.)
- Two years of full-time professional experience within the last four years serving students with disabilities and/or individuals disadvantaged by educational, language, social, or economic factors, including demonstrated leadership, counseling, instructional, or administrative responsibility in one or more of the following:
  1. Demonstrated leadership or oversight for instruction or counseling (or both) in a higher education program for students with disabilities and/or economically or educationally disadvantaged students;
  2. Administration of a program for students with disabilities and/or programs serving historically underrepresented or disadvantaged students in an institution of higher education;
  3. Significant teaching, counseling, or administrative experience in secondary education, working predominantly or exclusively in programs for students with disabilities and/or disadvantaged student populations;

## Minimum Qualifications (continued)

4. Equivalent 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 and/or individuals disadvantaged by educational, language, or socioeconomic barriers.
- Completion of a minimum of six (6) semester units of college-level coursework primarily relating to ethnic minorities or individuals disadvantaged by educational, language, or social barriers.
  - Certain combinations of education, experience, and other accomplishments in the field may be judged as equal to the stated minimum qualifications for this position. Candidates who feel they possess such equivalent qualifications must submit collegiate transcripts and a complete description of work experience along with a separate letter substantiating their equivalency.
  - Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic and disability backgrounds of community college students and employees.

## **Knowledge and Abilities**

### Knowledge of:

- State and Federal codes, statutes and regulations that govern California community college student developmental and instructional services (or their equivalents) including:
  - Pertinent sections of Title 5 of the California Code of Regulations pertaining to student developmental, curriculum and institutional services.
  - Pertinent sections of California Education Code.
  - California State Chancellor's Office (Systems Office) legal opinions and advisories.
  - Federal regulations pertaining to the Family Educational Rights and Protection Act.
- Microsoft Office Word/Excel
- Principles of student development administration at the community college level; leadership and management principles and techniques.
- The mission of the California Community College; community college and instructional programs, regulations and policies; principles of employer-employee relations; and principles in the administration of personnel services.
- Computer operations/data processing systems.
- Accounting, budgeting and fiscal reporting.

## Knowledge and Abilities (continued)

### Ability to:

- Work as part of a management team dedicated to collaboration and the college goal of integrating instruction and/or student services to create and maintain a supportive student-learning environment.
- Exercise group leadership skills, which emphasize collaboration, consensus building, conflict resolution, and problem solving in an environment of shared governance
- Use effective written communication, including reporting and funding proposal reports, etc.
- Effectively interact with people of diverse socioeconomic and ethnic backgrounds.
- Apply legal and policy provisions to various problems consistently and correctly.
- Establish and maintain cooperative and helpful working relations with students, staff and community agencies to meet the needs of students.

## **Working Conditions**

Environment: Office

Physical Demands: Incorporated within one (1) or more of the previously mentioned essential functions of this job description are essential physical requirements. The ratings in the chart below indicate the percentage of time spent on each of the essential physical requirements.

*Note: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Seldom—Less than 25 percent = 1

Often—51-75 percent = 3

Occasional—25-50 percent = 2

Very Frequent—76 percent and above = 4

<b>Ratings</b>	<b>Essential Physical Requirements</b>
3	Ability to work at a desk, conference table or in meetings of various configurations.
1	Ability to stand for extended periods of time.
4	Ability to sit for extended periods of time.
4	Ability to see for purposes of reading printed matter.
4	Ability to hear and understand speech at normal levels.
3	Ability to communicate so others will be able to clearly understand a normal conversation.
1 or 2	Ability to lift 10 pounds.
1 or 2	Ability to carry 10 pounds.
4	Ability to operate office equipment.

## Status/Rationale

This is an educational administrator position.

## Signatures/Approval

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(Employee's Signature)

(Date)

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(Supervisor's Signature)

(Date)

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