

**Director, Disabled Students Programs and Services
(DSP&S) and Counseling
Bakersfield College
Kern Community College District
JOB DESCRIPTION**

Definition

The Director of Disabled Students Programs and Services (DSPS) works collaboratively within the College community to provide leadership in the development, facilitation, implementation and assessment of a comprehensive array of support services designed to ensure meaningful college access for qualified students with disabilities.

The Director provides vision and leadership as an advocate and liaison to the College community by building networks that ensure understanding, support, and responsiveness to the development of effective policies and protocols, support services and reasonable accommodation; establishes and maintains effective working relationships, collaborations, partnerships and co-sponsorships with a variety of administrative and academic departments.

The Director, Supportive Services, Disabled Students Programs and Services (DSP&S), is responsible to the Vice President, Student Services.

Examples of Duties

1. Provides effective managerial oversight for all aspects of the Office of Disability Services including planning, analyzing and developing effective policies, procedures and methods of service provision; scheduling service provision; managing daily operations, general office coverage, record maintenance and tracking systems; departmental and institutional compliance with appropriate legal mandates and relevant policies/procedures; as well as procuring and maintaining office and adaptive equipment and ensuring compliance recordkeeping and reporting.
2. Advocates strategies and solutions for barriers to access and success for students with disabilities, including policy, program, and facility modifications, and provides awareness through multiple modes of communication, marketing, training and in-service. Maintains a working knowledge of changing practices and legislation and promotes understanding and awareness of programs, needs and innovative services in the field of disability services.

Example of Duties (continued)

3. Interprets federal (Section 504 of the Rehabilitation Act of 1973, Section 508 of 1998, the Americans with Disabilities Act of 1990), state (AB 77, Title V), and district regulations pertaining to the rights of students with disabilities and develops procedures and practices to ensure compliance.
4. Interprets and implements regulations, guidelines, and reporting requirements of funding agencies and recommends policies and procedures necessary to ensure access to the programs of the college for students with disabilities.
5. Determines appropriate accommodations for students and works with faculty and departments to implement those accommodations in an instructional setting.
6. Supervises program components including learning disabilities assessment, assistive technology center, the alternative media center, and services for deaf and hearing – impaired students. Plans, develops, implement, and maintains a variety of efficient and effective support services for students with disabilities, including services to Deaf students, the High Tech Center, alternate media, counseling and advising, accommodations services, and special courses.
7. Coordinates with appropriate departments the provision of special classes, including adapted physical education, student development, and academic development.
8. Develops, prepares, manages and monitors annual budgets; develops annual proposals for ongoing and one-time funding processes; reviews and coordinates the development, preparation and administrative oversight of all departmental contracts for external services; managing budgetary process for endowments; researches the possibility for grants from outside organizations to provide additional resources to persons with disabilities.
9. Selects, supervises, directs, evaluates and supports program staff, including faculty, classified, student workers, and volunteers.
10. Facilitates the acquisition of specialized equipment and other classroom needs for students with disabilities.
11. Provides academic and personal guidance to students on matters pertaining to academics, employment, accommodations, and services to further student success.
12. Plans, coordinates, and conducts outreach and recruitment activities.
13. Establishes and maintains accurate student and program records to satisfy district, state, and federal requirements. Prepare program evaluations and other required reporting including annual report to the State Chancellor's Office.

Example of Duties (continued)

14. Coordinates communications, programs, services, activities, and information between and among students, faculty, administrators, service providers, outside organizations, the public and various local, State, and federal agencies. Maintains liaison with local high schools, colleges, and universities. Represents the College and the DSPS program at various local, regional and state-wide organizations and committees including Student Services Council and Statewide Region V Directors' Council. Maintains liaison with community agencies and groups related to disability issues.
15. Performs related work as assigned.

Minimum Qualifications

- Master's degree from an accredited college/university, preferably in rehabilitation counseling, or related field with coursework and experience in counseling people with disabilities. (Meeting the minimum qualifications for a DSP&S counselor or instructor, or for an educational administrator as set forth in Title V. 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.)
- Four years of full-time professional experience within the last four years in:
 - 1) Demonstrated leadership or oversight for 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) Significant teaching, counseling, or administrative experience in secondary education, working predominantly or exclusively in programs for students with disabilities; or
 - 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.
- 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.

Minimum Qualifications (continued)

- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of community college students and employees.

Knowledge and Abilities

- Ability to work effectively and harmoniously with colleagues in an environment that promotes innovation, teaching, learning and service to a diverse student population.
- Ability to effectively work with students with a wide range of skills, motivations, academic and vocational goals.
- Ability to develop curriculum delivered via new modalities
- Ability to participate in recruitment and articulation activities with local schools, colleges and universities.
- Ability to work with community agencies that serve people with disabilities.
- Ability to communicate orally and in writing.
- Ability to maintain subject matter currency.
- Ability to assess student learning outcomes.
- Knowledge of the mission of the California Community Colleges.
- Knowledge of Title V of the California Code of Regulations as it pertains to working with students with disabilities in an educational setting.
- Knowledge of Section 504 of the Rehabilitation Act of 1973, Section 508 as amended in 1998 and the Americans With Disabilities Act of 1990.
- Knowledge of accommodations and support services typically provided to students with disabilities in higher education.
- Knowledge of special equipment and materials available for persons with disabilities and willingness to explore new technologies that would benefit the program.
- Knowledge of principles of supervision, training and practices of office management.
- Knowledge of computer operations/data processing systems.
- Knowledge of accounting, budgeting and fiscal reporting.
- Demonstrated ability to effectively interact with persons of diverse socioeconomic and ethnic backgrounds.
- Ability to apply legal and policy provisions to various problems consistently and correctly.
- Ability to establish and maintain cooperative and helping working relations with students, staff and others contacted in the course of work.

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.

Seldom—Less than 25 percent = 1

Often—51-75 percent = 3

Occasional—25-50 percent = 2

Very Frequent—76 percent and above = 4

Ratings	Essential Physical Requirements
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. This position has direct responsibility for formulating and implementing policy regarding the instructional and student services program of the Colleges and the District.

Signatures/Approval

(Employee's Signature)

(Date)

(Supervisor's Signature)

(Date)