

## **DIRECTOR, ACCESSIBILITY RESOURCE CENTERS FOR STUDENTS (ACCESS)**

### **DEFINITION**

Under administrative direction, this position is responsible for the development, implementation, and management of Accessibility Resource Centers for Students (ACCESS) operations. The ACCESS program provides a centralized and culturally responsive organizational space that creates opportunities and conditions to address access, equity, and accessibility by providing equitable solutions, resources, and services that intentionally support and align with the specific needs of disabled students. The incumbent collaborates with community organizations, students, faculty, staff, and management from across campus in identifying needs and providing resources and operations to support, educate, and assist students with disabilities in completing their educational goals. The incumbent is responsible for ensuring regulatory compliance, maintaining accurate and timely documentation and report submissions; researches and gathers various data and develops statistical reports; provide highly complex and responsible support in areas of expertise.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives administrative direction from the assigned managerial personnel. Exercises direct and general supervision over professional, technical, and administrative support staff.

### **CLASS CHARACTERISTICS**

This is a management classification that oversees, directs, and participates in all activities of the ACCESS Program. This job classification level provides assistance in a variety of administrative, coordinative, analytical, and liaison capacities. Successful performance of the work requires knowledge of the disabled community, education policy, and activities, and the ability to develop, oversee, and implement projects and programs in a variety of areas. Responsibilities include coordinating the activities of the department with those of other departments and outside agencies and managing and overseeing the complex and varied functions of the department. The incumbent is accountable for accomplishing departmental planning and operational goals and objectives and for furthering College goals and objectives within general policy guidelines.

### **EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)**

1. Develops, directs, and coordinates the implementation of goals, objectives, policies, procedures, priorities, and work standards for the ACCESS program.
2. Assumes full management responsibility for all ACCESS programs, services, and activities, within College 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.
3. Ensures compliance with Title 5 regulations and the Americans with Disabilities Act related to services for students with disabilities.

4. Manages and participates in the development and administration of the department's budget, additional funds needed for staffing, equipment, materials, and supplies; directs the monitoring of and approves expenditures and adjustments, as necessary.
5. Contributes to the overall quality of the department's services by developing, reviewing, and implementing policies and procedures to meet legal requirements and College needs; monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures; assesses and monitors the distribution of work, support systems, and internal reporting relationships; identifies opportunities for improvement.
6. Selects, trains, motivates, and directs assigned department personnel; evaluates and reviews work for acceptability and conformance with departmental standards, including program and project priorities and performance evaluations; works with employees on performance issues; implements discipline and termination procedures; responds to staff questions and concerns.
7. Coordinates, directs, and participates in advising and consultation services to provide students with disabilities assistance and information concerning department services, educational accommodations, and classes; responds to inquiries and provides technical information concerning related standards, requirements, practices, laws, codes, regulations, policies, and procedures.
8. Oversees and is responsible for registration activities for accommodations services and follow up to ensure implementation; supervises the distribution, receipt, and processing of related forms and applications; ensures proper documentation of student eligibility; develops, implements, and conducts orientations for new students utilizing department services.
9. Coordinates, develops, and implements training activities for staff and faculty concerning services, equipment, and materials necessary to accommodate the educational needs of students with disabilities; prepares and delivers College-wide trainings; composes and distributes training and informational materials.
10. Coordinates services with other College programs, departments, and divisions and with outside agencies; effectively represent the College and the department in meetings with various educational, business, professional, regulatory, and legislative organizations.
11. Conducts a variety of organizational studies, investigations, and operational studies; recommends modifications to assigned programs, policies, and procedures, as appropriate.
12. Receives, investigates, and responds to difficult and sensitive problems and complaints in a professional manner; identifies and reports findings and takes necessary corrective action; responds to students' and parents' issues and concerns regarding the provision of ACCESS services.
13. Establishes, implements, and fosters an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility (DEISAA).
14. Oversees, leads, and provides high-level customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
15. Utilizes critical thinking, decision-making, and problem-solving skills with tact, confidence, and diplomacy.

16. Implements, enforces, supports, and abides by federal, state, and local policies and Board Policies and Administrative Procedures.
17. Participates in and supports employee participation on committees, task forces, and special assignments, including, but not limited to, Screening and Selection Committees, mandated trainings, and DEISAA related trainings as required.
18. Prepares and delivers DEISAA-minded presentations related to assigned areas as required.
19. Performs other related duties as assigned consistent with the scope of the position.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Principles and practices of supporting a DEISAA academic and work environment.
2. Disability culture, including values and language, as well as general issues in the profession and community.
3. Organization and development of programs and services for students with disabilities.
4. Administrative principles and practices, including goal setting, program development, implementation and evaluation, and project management.
5. Principles and practices of public agency budget development and administration and sound financial management policies and procedures.
6. Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures.
7. Community organizations that support and advocate for disabled individuals at the state and national level.
8. Americans with Disabilities Act (ADA) and guidelines for Title 5 DSPS Regulations.
9. Applicable federal, state, and local laws, regulatory codes, ordinances, and procedures relevant to assigned area of responsibility.
10. Organization and management practices as applied to the development, analysis, and evaluation of programs and operational needs of the assigned department.
11. Principles and procedures of record-keeping, technical report writing, and preparation of correspondence and presentations.
12. Modern office practices, methods, and computer equipment and applications related to the scope of responsibility.
13. Techniques for effectively representing the College in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.
14. Techniques for providing a high level of customer service by effectivity interacting with the public, vendors, students, and College staff, including individuals of various ages, disabilities, socio-economic, and ethnic groups.

### **Skills & Abilities to:**

1. Implement, advocate for, and communicate the College's vision and commitment to creating a DEISAA academic and work environment.
2. Oversee and address gaps in DEISAA in the recruitment and retention of faculty and staff.

3. Critical thinking and decision-making through observing, analyzing, inferring, communicating, and problem-solving in challenging situations with tact, confidence, and diplomacy.
4. Develop and implement goals, objectives, policies, procedures, work standards and internal controls for the department and assigned program areas.
5. Develop and monitor budgets and effectively utilize resources.
6. Interpret, apply, explain, and ensure compliance with applicable federal, state, local policies, procedures, laws, and regulations.
7. Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
8. Conduct complex research projects, evaluate alternatives, make sound recommendations, and prepare effective technical staff reports.
9. Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
10. Establish and maintain a variety of filing, record-keeping, and tracking systems.
11. Effectively manage priorities in complex and diverse operational units.
12. Communicate effectively through various modalities.
13. Learn and apply emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
14. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures; understands scope of authority in making independent decisions.
15. Establish, maintain, and foster positive and effective working relationships with those contacted in course of work.

### **Education and Experience:**

- A. The minimum qualifications for service as a community college counselor of students with disabilities shall be satisfied by meeting one of the following requirements:
  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 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 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.

**AND**

- B. The minimum requirements for service as a community college faculty member teaching a credit course in adapted physical education shall be the minimum qualifications for an instructor of credit physical education, and fifteen semester units of upper division or graduate study in adapted physical education.

**AND**

- C. The minimum requirements for service to work with students with speech and language disabilities shall be satisfied by meeting the following requirements:
1. Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and
  2. Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.

**AND**

- D. Except as provided in sections A through C above, the minimum requirements for service as a community college faculty member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements:
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.

**OR**

- 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; and
- C. 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 years of full-time supervisory experience or equivalent working predominately

- with programs and services supporting students with disabilities in higher education.
2. Proven track record of implementing or overseeing programs or policies relating to diversity, equity, inclusion, anti-racism, and accessibility, preferably in institutions serving minoritized populations such as Hispanic Serving Institutions (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI); OR
  3. Proven track record of participating in programs relating to diversity, equity, inclusion, anti-racism, and accessibility, preferably in institutions serving minoritized populations such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI).

### **Licenses and Certifications:**

Possession of, or ability to obtain, a valid California Driver's License by time of appointment.

### **PHYSICAL DEMANDS**

Must possess mobility to work in an office setting and use standard office equipment, including a computer. This is partially a sedentary office classification although traversing between work areas is required. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.

### **ENVIRONMENTAL ELEMENTS**

Incumbents primarily work in an office or classroom environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Occasionally, employees may work in the field and be exposed to cold and hot temperatures, inclement weather conditions, and potentially hazardous chemical or physical substances in a classroom setting. Incumbents may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

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