

## **DESERT COMMUNITY COLLEGE DISTRICT**

### **DIRECTOR, STUDENT HEALTH & DISABILITY SERVICES**

#### **THE POSITION**

The Director of Student Health and Disability Services is an educational administrator as designated by the Board of Trustees of the Desert Community College District. The Director is charged by the Board of Trustees with the satisfactory implementation of Board policy and district or college procedures as applicable to the position. In addition, the Director is expected to make appropriate recommendations for modifications, additions or deletions in policy and/or through the appropriate authority.

Under the direction of the Vice President of Student Services: Provide administrative leadership and supervision for the programs and operations of Disabled Students Programs & Services (DSPS) Student Health Services (SHS) and Student Psychological Services (SPS) to include: direct all aspects related to the planning, staffing, delivery and evaluation of the DSPS program, SHS and SPS.

#### **REPRESENTATIVE DUTIES**

1. Ensure compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Civil Rights Act, Title V regulations and District Policies and Procedures
2. Ensure compliance with federal and state laws pertaining to Student Health Services and Student Psychological Services such as HIPPA and FERPA.
3. Develop and oversee the DSPS, SHS and SPS budgets, monitor and approve expenditures, implement adjustments, assume responsibility for reporting and accounting for categorical funding and completion of related reports.
4. Coordinate the WorkAbility Program contract and services, supervisor the budget, staff to meet the goals of the contract, work cooperatively with the State Department of Rehabilitation with regard to all aspects of the contract.
5. Develop and implement goals, objectives, student learning outcomes and priorities for DSPS, SHS and SPS.
6. Assume responsibility for handling DSPS, SHS, and SPS student personal, program and staff related complaints.
7. Resolve problems regarding student eligibility, acceptance, utilization of programs and services, and delivery methods of programs and services **UNDER AREAS OF SUPERVISION.**
8. Provide leadership and serve in an advisory capacity to the district administrators, faculty, and staff regarding access to college programs and services for students with disabilities, SHS and SPS.
9. Develop class schedules for the High Tech Center and all DSPS, SHS and SPS courses.
10. Facilitate student success through innovation in curriculum and through adaptive technology including: software and hardware in the High Tech Center and technology for student use on campus.
11. Promote the academic integrity of the program, encourage faculty to develop new course proposals, modify courses and upgrade facilities.
12. Collaborate with Counseling Services to maintain and provide consistency in all aspects of general and specialized counseling services.
13. Conduct weekly DSPS staff meetings and meet regularly with SHS and SPS staff to include student case studies, topics for staff discussion, dissemination of information, problem solving, planning and sharing of information.
14. Develop and supervise DSPS, SHS and SPS programs and services at off campus centers and work cooperatively with off campus center supervisors and staff.

15. Maintain a DSPS Advisory Committee.
16. Collaborate with College Physician to facilitate health education activities.
17. Represent DSPS on various college and community committees.
18. Facilitate implementation of Crisis Intervention Handbook.
19. Other duties and responsibilities as assigned.

### **REQUIRED PROFICIENCIES**

Knowledge, experience and abilities to perform the above listed responsibilities and functions in an efficient, effective, collaborative, and harmonious manner.

### **KNOWLEDGE AND ABILITIES**

**Knowledge of:** Federal and state laws and regulations applicable to persons with disabilities to include: Americans with Disabilities Act, Section 504 and Section 508 the Civil Rights Act, and Title V Regulations, Knowledge of HIPPA and FERPA laws as relates to providing Student Health Services, Student Psychological Services, and Disabled Students Programs and Services, Methods and techniques of leadership and principles of management, Principles and practices of curriculum and course development, Principles and practices of budget development and administration, Statistical record keeping and report preparation, Methods and techniques of research, analysis and decision making, Adaptive and assistive technology hardware and software, modern office procedures, methods, equipment and software programs, Disabilities and their impact of the major life function of education, The State Department of Rehabilitation and the WorkAbility III Program.

**Ability to:** Manage and direct the activities of and provide effective leadership for Disabled Students Programs and Services, Student Health Services and Student Psychological Services; Oversee and participate in the development of and implementation of policies, procedures, goals, objectives and student learning outcomes for assigned programs; Effectively manage programs and services; Analyze and assess programs, policies and operational needs and make appropriate adjustments; Plan, organize, direct, and coordinate, select, supervise, train and evaluate faculty and staff; Research, analyze and evaluate new service delivery methods and techniques; Analyze problems, identify alternative solutions and project consequences of proposed actions; Interpret, apply and explain applicable federal, state and district laws, regulations, policies and procedures relative to areas of assignment; Develop and administer an operational budget for DSPS and the WorkAbility III Program, Student Health Services and Student Psychological Services; Ensure the academic integrity of the DSPS programs and courses; Conduct meetings and serve on committees; Plan and organize work to meet schedules and time lines; Work successfully with district and college faculty, staff, administrators and community representatives; Plan, organize and present: demonstrations, orientations and presentations for students, faculty and staff in both small and large group settings; Communicate and respond effectively with adults with diverse disabilities. Work with and exhibit sensitivity to and understanding of the diverse racial, ethnic, disabilities, sexual orientation, and cultural populations of community college students; Communicate effectively, clearly and concisely both orally and in writing; and Establish and maintain effective working relations and work as a member of a team of professionals.

### **MINIMUM QUALIFICATIONS**

Possession of a master's degree, in rehabilitation counseling, or in special education, and twenty-four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or

A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare: and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation or individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following; counseling or guidance for students with disabilities; or counseling and/or guidance 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

Possession of a master's degree in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to: Learning Disabilities, Developmental Disabilities, Physical Disabilities or Adapted Computer Technology; or

Possession of a master's degree; and one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

And, have 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 welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

#### **LICENSES AND OTHER REQUIREMENTS**

Valid California driver's license and must have an acceptable driving record and current vehicle insurance meeting State of California requirements.

#### **WORKING CONDITIONS**

Environment: Busy office environment on campus. Constant interaction with students, faculty, classified staff and the public. Frequent interaction with local, state and federal agencies. Driving a vehicle to conduct work as necessary. Requires some evening and weekend responsibility.

#### **EMPLOYMENT STATUS**

Educational Administrator

*E:* Essential functions of the job.