



Director, Student Accessibility Services (SAS) - SBVC

Management Range: 19

Board Approved: 06/08/2023

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*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; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Under general direction, the assigned administrator, the Director of Student Accessibility Services (SAS) plans, directs, supervises and manages the college SAS Program. The purpose of SAS is to develop and provide appropriate support services to students with disabilities and to ensure compliance with a variety of state and federal laws and regulations relating to students with disabilities.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Plans, directs, supervises, evaluates and manages the college Disabled Students Programs and Services, including the High Tech Center.
2. Oversees the Deaf and Hard of Hearing program; identifies interpreters; ensures services are provided District-wide as needed.
3. Reviews of provides for diagnostic assessment of students with disabilities (physical, communicative, learning, psychological, acquired brain injured) and determines eligibility for support services, and provides specialized advisement to students with disabilities as needed.
4. Prepares and implements required annual SAS plans within state, federal and local guidelines and assures compliance with a variety of state and federal laws, mandates and regulations applicable to educational opportunities and accessibility for students with disabilities.
5. Develops, coordinates and administers the SAS budget; monitors and controls expenditure; prepares and submits required state, federal and institutional fiscal and accounting reports.
6. Develops and solicits grants and other external funding sources for Student Accessibility Services programs.
7. Maintains and develops, with the SAS faculty and staff, strategies to deliver effective assessment, orientation, counseling, guidance services and educational programs and services to SAS students.
8. Provides guidance and leadership to faculty and staff to increase understanding and awareness of students with disabilities.
9. Manages and provides leadership for SAS outreach activities, including the development of liaisons with high schools, community service agencies and alternative educational settings in order to increase the enrollment of students with disabilities.
10. Provide guidance for internal and external program audits and reviews.
11. Participates in a variety of meetings in support of SAS programs and activities; organizes the SAS Advisory Committee and represents the college at local, regional and state-wide activities, meetings and conferences.
12. Supervises, directs, trains and evaluates assigned faculty and staff.
13. Serves on campus-wide committees as assigned.
14. Anticipates, prevents, and resolves difficult and sensitive inquiries, conflicts and complaints.



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15. Performs related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

- Operational characteristics, services, and activities of a disabled students programs and services.
- Principles and practices of counseling and guidance principles and techniques.
- Curriculum development, instructional theory and program evaluation.
- Academic requirements for community college and transfer institutions.
- Student recruitment, retention, and orientation programs that serve students with disabilities.
- Special and developmental needs of students with learning and physical disabilities.
- Principles and practices of program development and administration.
- Principles and practices of budget preparation and administration.
- Principles of supervision, training, and performance evaluation.
- Pertinent federal, state and local laws, codes, and regulations relating to California Community College philosophy and missions.
- Title 5 regulations, ADA laws and Education Codes applicable to SAS programs.

Ability to:

- Oversee and participate in the management of comprehensive Student Accessibility Services programs.
- Oversee, direct, and coordinate the work of lower level staff,
- Participate in the selection and recommendation, supervision, training and evaluation of staff.
- Participate in the development and administration of goals, objectives, and procedures for assigned area.
- Gather and analyze data and situations and make appropriate decisions.
- Prepare and present comprehensive, concise, clear, oral and written reports.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Interpret and apply California Education Code, Title 5, federal, state and local policies, laws and regulations as it relates to the position.
- Demonstrates a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.
- Demonstrate professionalism, fairness and honesty in all aspects of the performance of duties.
- Provide leadership based on ethics and principles as they relate to SAS functions and operations.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.



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Education and Experience Guidelines – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Education/Training:

- A Master's degree or equivalent, in the disability, special education, psychology, educational psychology, or rehabilitation counseling, including or supplemented by a minimum of fifteen semester units of upper division or graduate study in the area of disability, to include but not limited to learning disabilities; developmental disabilities, deaf and hearing impaired, physical disabilities or adapted computer technology from an accredited college or university.

Experience:

- Two (2) years full-time experience or the equivalent within the last four (4) years in one (1) or more of the following fields:
 - Instruction or counseling or both in a higher education program for students with disabilities;
 - Administration of a program for students with disabilities in an institution of higher education;
 - Teaching, counseling, or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
 - 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.
- Experience that demonstrates a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning accessibility needs.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.