

DIRECTOR, ACCESSIBLE EDUCATION CENTER

DEFINITION:

Under general direction, the Director, Accessible Education Center (AEC) plans, organizes, directs and integrates operations and staff of the Accessible Education Center; assures compliance with all federal and state laws and regulations related to students with disabilities; advocates for and provides effective learning experiences and service to students with disabilities; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

The Director of AEC is distinguished from incumbents in other director classes by the responsibility for the district's AEC staff, plans, and programs. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws and codes.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Plan, develop, coordinate, supervise and evaluate all programs of the Accessible Education Center as specified by federal, state and local requirements including: Counseling and Support Services; Vocational Training Partnership with HOPE Services; Adapted Physical Education, CareerPrep, Workability III Program and High Tech Center.
- Supervises program components including learning disabilities assessment, assistive technology, alternative media, and services for deaf and hard of hearing (DHH) students.
- Manages, supervises, and coordinates day-to-day operations of AEC programs, services, and activities, including outreach, orientation, counseling and advisement, tutorials and workshops, priority registration, case management, and recognition ceremonies.
- 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.
- 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.
- Complies with Federal, State, County, and District regulations and policies as they pertain to the AEC programs and other grant programs. Maintains a working knowledge of changing practices and legislation, regulations, and technology that may affect District or departmental operations; implements policy and procedural changes as required.
- Promotes understanding and awareness of programs, needs and innovative services in the field of disability services.
- Interprets and implements regulations, guidelines, and reporting requirements of funding agencies and is responsible for timely and accurate preparation, submission, and coordination of all categorical and grant reports for AEC consistent with the State Chancellors Office, other funders, and District policies.

- Determines appropriate accommodations for students and works with faculty and departments to implement those accommodations in an instructional setting.
- Prepares and manages the AEC budget; monitors and approves expenditures; prepares grant and program fund applications and ensures compliance with requirements; prepares and manages contracts for services and equipment within the program area;
- Participates in interviews and the selection of, and coordinates the onboarding, training, and evaluating of, all AEC personnel, including faculty and classified staff, temporary staff (including interpreters) and college assistants, according to established policies and procedures.
- Provides leadership in the development and achievement of annual goals and objectives for AEC programs by participating in the District's Program Integrated Planning and Review,
- Continuously monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures; identifies opportunities for improvement; directs the implementation of change.
- Maintains currency of knowledge in the field of disability services and engages in professional development activities through attendance and participation at workshops and conferences.
- Works collaboratively with college programs in the development and implementation of a networked system of support and services for educational effectiveness and operational efficiency;
- Works with the Department Chair in development and oversight for scheduling credit and non-credit classes for Adapted Physical Education, Career Prep, Learning Skills Lab and Vocational Training.
- Maintains and encourages effective communication with AEC staff by holding regular staff meetings;
- Directs and participates in the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to departmental services, students, projects, programs, personnel, financial activities, and assigned duties;
- Represents the College and AEC at local, regional, and statewide organizations and committees including required monthly, quarterly or annual meetings for AEC at the State level, and various District committees, advisory groups, and regular meetings of the Student Services division and managers.
- Coordinates communications, programs, services, activities, and information between and among students, faculty, administrators, service providers, the public and various local, State, and federal agencies.
- Resolves conflict pertaining to student accommodations and program services by engaging in interactive process.
- Performs related duties and responsibilities as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- The Americans with Disabilities Act, Rehabilitation Acts 504 and 508, Title V Regulations for Disabled Students Programs & Services, regulations and policies governing DSP&S and other disability related programs.
- Accommodations and support services typically provided to students with disabilities in higher education.
- Special equipment and materials available for persons with disabilities and willingness to explore new technologies that would benefit the program.

- Budget development, fiscal reporting, administrative principles and practices, and organizational and management practices;
- Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures.
- Principles, practices, and methods of planning, organizing, and directing programs, services, operations, and activities for students with disabilities.
- Technical practices, procedures, and techniques involved in the processing and verification of student applications and determination of student eligibility.
- Principles and procedures of record keeping, technical report writing, and preparation of correspondence and presentations.
- Modern office practices, methods, and computer equipment and applications.
- Oral and written communication skills including English usage, spelling, vocabulary, grammar, and punctuation.

Skill in/Ability to:

- Work effectively and harmoniously with colleagues in an environment that promotes innovation, teaching, learning and service to a diverse student population.
- Effectively work with students with a wide range of skills, motivations, academic and vocational goals.
- Prepare and administer large and complex budgets; allocate limited resources in a cost-effective manner.
- Interpret, apply, explain, and ensure compliance with Federal, State, and local policies, procedures, laws, and regulations.
- Use tact, initiative, prudence, and independent judgment within general policy, procedural, and legal guidelines.
- Plan, organize, direct, and coordinate the work of professional and technical personnel; delegate authority and responsibility.
- Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
- Effectively administer a variety of disability related programs, services, and activities.
- Effectively represent the District and the department in meetings with various educational, business, professional, regulatory, and legislative organizations.
- Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
- Conduct complex research projects, evaluate alternatives, make sound recommendations, and prepare effective technical staff reports.
- Establish and maintain a variety of filing, record keeping, and tracking systems.
- Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; work independently to organize own work, set priorities, and meet critical time deadlines.
- Operate modern office equipment including computer equipment and specialized software applications programs.

Other Requirements:

Must possess a valid California driver's license and have a satisfactory driving record.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

The Director must meet the minimum qualifications for a DSPP counselor or instructor set forth in Section 53414(a) through (d) OR meet the minimum qualifications for an educational administrator set forth in Section 53420:

- The minimum qualifications for a DSPP counselor or 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.

In addition, the Director must have two (2) years full-time experience or the equivalent within the last four (4) years in one 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.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

Sedentary position requires use of a computer and related equipment for extended periods of time; frequently exerting 10 to 20 pounds of force to move objects; communicating and providing information to others; work outside on all parts of the campus and in varying weather conditions. Travel from site-to-site. In the event of an emergency, employees will be relied upon to serve as emergency service workers.

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.