



## Director, Student Accessibility Services (SAS) and Health & Wellness Center - CHC

Management Range: 19

Pending Board Approval: 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**

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

### **REPRESENTATIVE DUTIES**

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*The following duties are typical for this classification.*

1. Plans, directs, supervises, evaluates, and manages the college Student Accessibility Services (SAS) and Health & Wellness Center.
2. Reviews and provides diagnostic assessment of students with accessibility needs (physical, communicative, learning, psychological, acquired brain injured) and determines eligibility for support services, and provides specialized advisement to students with disabilities as needed.
3. 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 accessibility needs.
4. Complies with mandatory reporting requirements as defined by licensure, epidemiology, health, and safety for Health & Wellness Centers.
5. Maintains and ensures confidentiality in critical and private health information, records, and reports.
6. Develops, coordinates, and administers the SAS and Health & Wellness Center budget; monitors and controls expenditures; prepares and submits required state, federal and institutional fiscal and accounting reports.
7. Develops and solicits grants and other external funding sources for SAS and Health & Wellness Center.
8. 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.
9. Collaborates with Health & Wellness staff to develop and further goals of the center and create and promote services, special events, and workshops.
10. Manages and provides leadership for areas outreach activities, including the development of liaisons with high schools, community service agencies and alternative educational settings to increase the enrollment of students with accessibility needs and health care support services.
11. Works collaboratively and assists department faculty, staff, physician(s) or nurses(es), and mental health providers to intervene and refer students to community health providers for management of acute and chronic health complaints beyond the scope of the Health & Wellness Center.
12. Provides guidance for internal and external program audits and reviews.
13. Participates in a variety of meetings in support of SAS and Health & Wellness programs and activities;



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organizes the SAS Advisory Committee, Behavior Intervention Team (BIT) and represents the college at local, regional, and state-wide activities, meetings, and conferences.

14. Supervises, directs, trains, and evaluates assigned faculty and staff.
15. Serves on campus-wide committees as assigned.
16. Anticipates, prevents, and resolves difficult and sensitive inquiries, conflicts, and complaints.
17. Performs related duties as required.

### **MINIMUM QUALIFICATIONS**

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*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 SAS program.
- 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 accessibility needs.
- Special and developmental needs of students with learning and physical accessibility needs.
- 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 and Health & Wellness programs.

#### **Ability to:**

- Oversee and participate in the management of student programs and services.
- Oversee, direct, and coordinate the work of lower-level staff.
- 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 accessibility needs.
- 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 and Health & Wellness Center functions and operations.
- Communicate clearly and concisely, both orally and in writing.



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- Establish and maintain effective working relationships with those contacted in the course of work.

**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.