

NON-INSTRUCTIONAL POSITION REQUEST 2017-2018

Internal Use

#: 2017-20

Requester Name: William L. Garcia

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district job description)
Director, Disabled Students Programs and Services (DSPS)

Position Will Reside in Division/Unit:

Student Services Division / Student Services Unit

Indicate To Whom this Position Reports:

Dean of Student Services

Indicate if this position or a similar position has been presented to RAC previously and in what years:

The position is currently filled with a faculty coordinator.

The position is:

New

Number of Hours per Week: _____

Number of Months per Year: _____

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: _____ % to _____ %

New Categorically funded position (information only; position not ranked)

Number of Hours per Week: 40

Number of Months per Year: 12

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Provide leadership, plan, organize, manage, and direct the DSPTS program operations and activities for students with physical, communicative, psychological, and learning disabilities; provide overall direction and guidance of day-to-day operations of the DSPTS program; perform a full range of general administrative responsibilities.
2. Facilitate the management of DSPTS instructional and student services components including Learning Skills, Adaptive Physical Education, Computer Application Systems, Psychology-Counseling Curriculums, and the Disabled Resource Center (DRC); work with faculty to determine course offerings each term.
3. Directly supervise the daily operations, staffing, and services offered through the Disabled Resource Center, including academic, career, and personal counseling, individual and group orientation, and necessary support services (e.g., testing accommodations, hi-tech Lab, readers, sign language interpreters, provision of adaptive equipment and special materials for students with disabilities, etc.).
4. Manage the development and implementation of long- and short-range goals, objectives, and priorities for the DSPTS programs; coordinate and participate in the development of new programs and services; recommend and administer policies; oversee the procedures and practices that guide the program to ensure

List other Personnel in the Unit (i.e. with shared or similar responsibilities):

Currently, a faculty coordinator assumes most of the responsibilities but not all of them due to being a faculty member and not an administrator. Faculty members are unable to supervise classified professionals or other faculty members. Supervision is currently performed by a dean.

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (look to your program review). Please describe the metric you use to determine staffing needs in your program:

Example:

$$\text{Metric} = \frac{\text{Students Served per semester}}{\text{Full-Time Equivalent Employees}} \quad \frac{2010}{2015} = \frac{900/1}{1000/1}$$

$$\text{Increased demand over the past 5 years is:} = \underline{11\%}$$

$$\text{Metric} = \frac{\text{Students served per year by the DRC at LPC}}{\text{Full-Time Equivalent Employees}} \quad \frac{2006-07}{2016-17} = \frac{455}{725}$$

$$\text{Increased demand} = \underline{59\%}$$

And/or provide additional information supporting a need for this position and resulting impact on students or program:

The Disability Resource Center (DRC) has experienced a significant increase in the number of students who have requested to be assessed for disability accommodation consideration and for having to provide reasonable accommodations for disabled students. The DRC is responsible for providing services regardless of the mode or location of instruction. The DRC is required to strictly enforce and abide by federal and state laws and local policies and procedures. Failure to adhere to laws and regulations may subject the individual employee(s) involved, the college, and the college district to be held liable. As the overall student enrollment continues to grow along with the number of course sections, the DRC will also be expected to keep pace with the ever growing demand for services.

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

The Director of DSPPS will contribute to student learning and success by helping ensure that all students who request a disability assessment receive one in adherence to federal and state laws. Students who are determined to have a disability will be considered for reasonable accommodations in order to be able to benefit from a college education. Accommodations are made for students who have learning disabilities, physical disabilities, and psychological disabilities. Disabled students are also identified by the state as a student population that should be monitored to help ensure that they do not experience disproportionate impact with regards to access, basic skills course completion, course completion, graduation, and transfer.

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

The Director of DSPPS will help the college remain accredited because institutions of higher learning are required to abide by federal and state laws. It is important to note that colleges that do not adhere to disability related laws are unable to receive federal assistance including federal student aid.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

LPC MISSION STATEMENT:

LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC PLANNING PRIORITIES:

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Indicate how this position supports the College's mission and/or planning priorities:

The Director of DSPS will ultimately be responsible for ensuring that the college provides disability assessment and reasonable accommodations to eligible students. This will help ensure that the college remains in good standing with the accreditor and will directly help disabled students with regards to retention, persistence, graduation, and transfer.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

- This need was described explicitly in a Program Review (Year 2017).
- This need was implied in a Program Review (Year _____).
- This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

The program review for the Disability Resource Center (DRC) includes language that makes a strong argument for the creation of a Director of DSPS. The Director of DSPS will be able to assume duties and responsibilities that are assigned only to college administrators (e.g., supervision of personnel) and will be responsible for ensuring compliance with federal and state laws and local policies and procedures.

The Disability Resource Center (DRC) currently employs a faculty coordinator to oversee the operation. Given that faculty members work only ten (10) month contracts with extended breaks during the academic year (e.g., Winter Recess, Spring Break, etc.), this means that significant "F" rate compensation has to be paid in order to ensure compliance with federal and state laws. Disabled students require disability assessment and reasonable accommodations throughout the calendar year while the college is open to the public and during every term or semester in which curriculum is offered.

NOTE: It is anticipated that hiring a Director of DSPS will actually save the college money since an administrator will be hired with a 12-month contract while full-time, tenured faculty members are hired with a 10-month contract with additional hours paid at "F" rate.

SECTION 5: SAFETY (if applicable)

Explain how this position will improve safety on campus or within your unit:

Not applicable.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost: \$ 93,293
Estimated Benefits Cost: \$ 46,647
Total Cost for Position: \$ 139,940

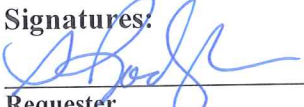
NOTE:

Full Time = 20-40 hours per week or 50% - 100%
Regular Hourly = 18 hours or less per week (<50%)

**Costs: For accurate costs, requestor must contact College Administrative Assistant in the LPC Office of Administrative Services (ext. 1632).*

SECTION 7: REVIEWS

Signatures:


Requester
Sharon Davidson
College Administrative Assistant
Office of Administrative Services

10.24.17
Date
10/26/17
Date


Dean/Unit Administrator

Vice President

10.24.17
Date
10/24/17
Date

Disabled Student Programs & Services (DSPS) Director

Posting Details

Position Information

Job Title	Disabled Student Programs & Services (DSPS) Director
Position Type	Management
Position Code	2ASP15
FTE	1
Pay Rate (or Annual Salary)	\$93,293 - \$110,787/annual
Job Location	Chabot College, 25555 Hesperian Blvd., Hayward, CA 94545
Department	Disabled Student Program and Services

Job Summary

The Chabot-Las Positas Community College District is seeking a Disabled Student Programs & Services (DSPS) Director for Chabot College in Hayward, California.

SUMMARY DESCRIPTION

Under administrative direction, assume management responsibility for the planning, development, direction, supervision, and evaluation of the Disabled Student Programs & Services (DSPS) program area.

MANAGEMENT RESPONSIBILITY

The DSPS Director is a management position designated by the Board of Trustees of the Chabot-Las Positas Community College District. The position, under the supervision of assigned Dean or other administrator of record, is responsible for the satisfactory completion and/coordination of the listed duties and responsibilities either directly or through administrative review. The incumbent is charged by the Board of Trustees with the satisfactory implementation of Board policy and District procedure as applicable to the position. This position involves direct collaboration with administrators, faculty, staff, outside agencies, and the general public in planning and directing goals related to the DSPS program objectives. In addition, the incumbent is expected to participate in the formulation of District policies by making appropriate recommendations for improvements or additions in policy or procedure through his or her reporting authority and/or by serving on District-wide committees.

APPOINTMENT

The Disabled Students Programs & Services Director shall be selected by the Governing Board upon the nomination of the College President and the District Chancellor.

This position is specially-funded. Continuation of this position is contingent upon available funding.

Representative Duties

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Provide leadership, plan, organize, manage, and direct the DSPS program operations and activities for students with physical, communicative, psychological, and learning disabilities; provide overall direction and guidance of day-to-day operations of the DSPS program; perform a full range of general administrative responsibilities.

2. Facilitate the management of DSPS instructional and student services components including Learning Skills, Adaptive Physical Education, Computer Application Systems, Psychology-Counseling Curriculums, and the Disabled Student Resource Center (DSRC); work with faculty to determine course offerings each term.

3. Directly supervise the daily operations, staffing, and services offered through the Disabled Student Resource Center, including academic, career, and personal counseling, individual and group orientation, and necessary support services (e.g. testing accommodations, hi-tech Lab, readers, sign language interpreters, provision of adaptive equipment and special materials for students with disabilities, etc.)
4. Manage the development and implementation of long- and short-range goals, objectives, and priorities for the DSPS programs; coordinate and participate in the development of new programs and services; recommend and administer policies; oversee the procedures and practices that guide the program to ensure compliance with Federal and State laws as well as District policies.
5. Conduct ongoing program review; evaluate the effectiveness of programs and services; coordinate with Office of Institutional Research to develop and implement appropriate assessments and for data collection/interpretation; provide leadership in gathering and interpreting data for staffing and planning for DSPS programs.
6. Work in collaboration with the instructional administrators to manage the schedules of faculty and staff.
7. Manage all aspects of the DSPS budget; plan and develop DSPS budget including to forecast projections, salaries and benefits; monitor expenditures and operations including to provide purchasing oversight and accommodation costs according to Title V guidelines regarding allowable expenditures.
8. Actively advocate for the needs of students with disabilities throughout the campus.
9. Determine appropriate accommodations for students with disabilities in collaboration with faculty.
10. Educate faculty and college divisions to ensure that students with disabilities are provided appropriate accommodations in a timely manner.
11. Facilitate college staff development and in-service training for faculty and staff regarding the special needs and reasonable accommodations for students with disabilities.
12. Responsible for program accountability and reporting including student information and data systems.
13. Maintain liaison with the Department of Rehabilitation, the State Chancellors Office, and local community agencies related to disability issues.
14. Represents DSPS on appropriate college committees.
15. Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
16. Perform related duties as required.

Minimum Education and Experience

Must meet the minimum qualifications for a DSPS counselor or instructor, or for an educational administrator as set forth in Title V.

DSPS Counselor Minimum Qualifications

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) Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling, or
- (2) Possession of a master's degree, or equivalent foreign 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
- (3) Possession of a bachelor's degree, or equivalent foreign 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 post-secondary 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.

DSPS Instructor Minimum Qualifications

The minimum qualifications for service as a community college instructor of students with disabilities shall be satisfied by meeting the following requirement:

(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; © Deaf and hearing impaired; (D) Physical disabilities; or (E) Adapted computer technology.

Educational Administrator Minimum Qualifications

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

AND

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.

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:

1. Methods and techniques of leadership and management.
2. Principles and practices of program development and administration.
3. Principles and practices of budget preparation and administration.
4. Principles of supervision, training, and performance evaluation.
5. Operations, services, and activities of a comprehensive DSPS program in higher education.
6. District and College organization, operations, policies, terminology, rules, programs, and objectives.
7. Program review, Student Learning Outcomes, and program evaluation processes.
8. Principles and practices of fiscal, statistical, and administrative research and report preparation.
9. Principles of communicating and collaborating effectively with diverse students, faculty, staff, and administration.
10. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
11. Pertinent federal, state, and local laws, codes, and regulations including local, state, and federal laws, regulations, restrictions, and requirements related to area of assignment including Sections 504 and 508 of the Rehabilitation Act of 1973, Americans with Disabilities Act, Title V, and District regulations pertaining to the rights of students with disabilities.

Ability to:

1. Develop, coordinate, manage, direct, and provide effective leadership for DSPS programs and services.
2. Plan, organize, coordinate, and evaluate complex programs and projects.
3. Oversee and participate in the development and implementation of policies, procedures, goals, and objectives for assigned areas.
4. Envision, develop, and maintain short- and long-term strategic initiatives related to area of assignment.
5. Analyze and assess programs, policies, and operational needs and make appropriate adjustments.
6. Provide leadership valuing learning and possess a strong awareness of the community college mission.
7. Provide effective coordination, supervision, encouragement, and support to students, faculty, and staff.
8. Demonstrate strong interpersonal skills with ability to motivate and empower faculty, staff, and students to succeed.
9. Analyze complex issues and facilitate collaborative problem solving.
10. Be an active and contributing member of the administrative team, approaching individual and shared tasks with equal enthusiasm.

11. Be an active and contributing member of the college mission and values including teaching, learning, diversity, and innovation.
12. Plan, organize, direct, and coordinate the work of assigned staff.
13. Select, supervise, train, and evaluate staff.
14. Prepare and administer an operational budget.
15. Understand the organization and operation of the District, College, and of outside agencies as necessary to assume assigned responsibilities.
16. Coordinate assigned functions with other District and College departments as appropriate.
17. Interpret, apply, and explain District and College policies and legal regulations and requirements.
18. Direct the maintenance of a variety of reports, records, and files related to assigned activities.
19. Conduct meetings and serve on committees.
20. Research, compile, analyze, and interpret information and data.
21. Prepare and present complex and comprehensive narrative and statistical written and verbal reports including a variety of mandated and requested College, state, and federal reports.
22. Communicate clearly and concisely, both orally and in writing.
23. Establish and maintain effective working relationships with those contacted in the course of work.
24. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Desirable Qualifications

Job Work Schedule

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. Some evening, weekend, and travel maybe required.

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; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Posting Detail Information

Posting Number AS103P

Open Date 09/13/2017

Close Date 10/24/2017

Open Until Filled No

Special Instructions to Applicants

Notification to Applicants The Chabot-Las Positas Community College District reserves the right to close or not fill any advertised position

Instructions for Personal Qualifications Statement

The purpose of the personal qualifications statement is for you to provide information on how your education and experience relate to the requirements and duties of the position. There is no form to complete. Applicants are requested to provide their personal qualifications statement by uploading a document, the same way as you do for your cover letter.

Supplemental Questions

Required fields are indicated with an asterisk (*).

Documents Needed To Apply

Required Documents

1. Resume
2. Cover Letter
3. Transcripts/Credentials
4. Personal Qualifications Statement

Optional Documents

1. Other Document