CLASS SPECIFICATION
Disability Support Services Specialist

FLSA Status: Nonexempt
EEOC Job Category: Professionals
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, assists in development, administration, implementation and evaluation of the disability support services program designed to promote the transfer of disabled students to four-year colleges or universities; coordinates, provides and monitors provision of academic and support services for program students; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Disability Support Services Specialist performs difficult and responsible work involved with planning, implementing, administering and evaluating the disability support services program and providing support services to students with psychological, physical, visual, communications, learning and/or hearing disabilities. Work requires well-developed organizational, administrative and communication skills. The incumbent must apply a detailed knowledge of specialized and technical educational instruction processes, methods and techniques applicable to students with a variety of disabilities; be able to analyze a variety of routine to complex data and information in order to develop and monitor students’ academic and support services plans; and have the ability to assist and communicate with students with a variety of disabilities in a sensitive and effective manner.

Disabled Support Services Specialist is distinguished from DSPS Technical Assistant in that incumbents in the former class independently perform program implementation and administration responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Provides ongoing expertise, support and guidance to students; reviews and analyzes student information and data, including transcripts, questionnaires, testing results, disability verifications, assessment scores and learning styles; confers with students and determines specific academic and support service needs; consults and collaborates with students to develop an individual plan for the provision of appropriate services and activities and to determine proper compensatory learning strategies; provides ongoing and direct support and problem-solving assistance to project participants; with project staff, evaluates each student’s academic progress twice a semester; develops and implements changes and activities to address individual students’ needs based on evaluation results; as necessary, consults with faculty members and other District staff to ensure that students’ needs are appropriately and fully addressed.

2. Assists in overseeing, coordinating and administering daily program activities; plans, organizes and implements work activities to meet established goals and objectives; coordinates and implements
program activities with program counselors, Program Director, other department and District staff and outside agencies; recruits, selects, trains, supervises and schedules tutors and Peer Mentors; monitors program compliance with all applicable federal, state, District and outside agency requirements; analyzes, develops and recommends improvements to policies and operating and administrative processes and procedures; develops and implements a variety of workshops and activities for project participants in support of program goals and objectives.

3. Serves as a primary technical and resource person for the disability support services program; provides technical and specialized information to faculty, staff, students, other agencies and organizations and the public on program services, policies, procedures and requirements; coordinates with other agencies for information sharing and community education; responds to requests for information regarding program activities or requirements; represents the department in meetings with outside agencies regarding program issues; develops and conducts program outreach and promotional activities, including formal presentations for faculty, student groups and other programs regarding program activities and services.

4. Develops and maintains related data and information which may be of a complex and confidential nature; performs research and analyses of issues applicable to the disability support services program; organizes, summarizes and presents program information; maintains databases, reports and records for tracking various aspects of program; develops or prepares required program and governmental agency forms and reports; maintains and updates program files and records.

5. Performs administrative and office support duties related to program and department operations; develops, maintains and updates a variety of program/department correspondence, forms, records and other documents; coordinates mailings.

OTHER DUTIES
1. Attends a variety of professional development meetings, conferences, workshops, seminars and training sessions.

QUALIFICATIONS

Knowledge of:
1. Processes, methods, techniques and practices of academic evaluation and student instruction and tutoring, especially as it relates to disabled students.
2. Program administration practices and procedures.
3. Basic methods and practices of program planning and management.
4. District policies and procedures related to areas of assigned responsibility.
5. Federal, state and local laws, regulations and court decisions applicable to assigned areas of responsibility.
6. Basic methods and practices of public outreach and involvement, including marketing techniques and practices.
7. Principles and practices of sound business communication.

Ability to:

1. Assist in administering program operations and activities to meet District/program goals and objectives with the need for only limited supervision.

2. Collect, evaluate and interpret appropriate and applicable data, either in statistical or narrative form.

3. Coordinate program activities with multiple stakeholders to ensure agreement and consensus.

4. Apply sound, creative problem solving techniques to resolve difficult program issues and problems.

5. Understand, interpret, explain and apply laws, regulations, ordinances and policies applicable to assigned program responsibilities.

6. Understand, interpret and respond to internal and external customer needs and expectations.

7. Prepare clear, concise and comprehensive reports, correspondence and other documents.

8. Communicate effectively orally and in writing to both internal and external program stakeholders.

9. Ensure the maintenance of all required program files, records and documentation.

10. Exercise sound, independent judgment and initiative within established guidelines.

11. Exercise tact and diplomacy in dealing with difficult and sensitive people, issues and situations.

12. Establish and maintain effective working relationships with District management, faculty, administrators, staff, students, representatives of other agencies, the public and others encountered in the course of work.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in education, social sciences, human services or a closely related field; and at least two years of progressively responsible program-related administrative experience, working with students with disabilities in an educational setting; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California driver’s license and the ability to maintain insurability under the District’s vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
Physical Demands
While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; and use hands to finger, handle and feel computers and standard business equipment. The employee is frequently required to stand and walk.

Specific vision abilities required by this job include close vision and the ability to adjust focus

Mental Demands
While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; use math/mathematical reasoning; perform work on multiple concurrent tasks; work with constant interruptions, and interact with College management, faculty, administrators, staff, students, representatives of other agencies, the public and others encountered in the course of work.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees work under typical office conditions, and the noise level is usually quiet.

Revised: May 14, 2012