



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	Dean, NOCE / Disability Support Services	Salary Range:	26
Date Revised:	4/2/2026	Date Approved:	6/23/2026

PRIMARY PURPOSE

Under the general direction of an assigned Vice President or other administrator, the Dean, NOCE / Disability Support Services (DSS), provides leadership in the administration and development of an instructional, counseling, and student support services area. The Dean, NOCE / Disability Support Services, oversees academic and support programs for students with disabilities, ensuring accessibility and compliance with federal and state regulations.

The Dean, NOCE / Disability Support Services, fosters an inclusive learning environment that promotes equity, access, and success for all students, especially those with disabilities.

DISTINGUISHING CHARACTERISTICS

The Dean, NOCE / Disability Support Services, is distinguished by its promotion, evaluation, and support of students with disabilities, ensuring access to educational opportunities for students with disabilities while maintaining compliance with state and federal laws.

The Dean, NOCE / Disability Support Services, is a leader in promoting continuous improvement of instructional programs and services, ensuring they align with District and campus goals for equity and student access; supports students with disabilities by advocating for their needs and resolving complaints, petitions, and appeals related to academic and behavioral issues.

The Dean, NOCE / Disability Support Services requires comprehensive and advanced knowledge of the Americans with Disabilities Act (ADA), Title 5, and the applicable laws, ensuring programs meet the legal standards for accessibility and equity.

ESSENTIAL FUNCTIONS

Examples of essential functions are descriptive and not restrictive in nature.

Leadership and Program Development

1. Provides leadership in the development and administration of college support services and instructional programs for students with various disabilities, including physical, communicative, psychological, and learning disabilities.
2. Designs, develops, and implements long-and-short-range strategic goals for programs, ensuring alignment with District-wide initiatives like the Educational Master Plan and DEI efforts.

Compliance and Student Advocacy

3. Ensures compliance with state and federal regulations, such as the Americans with Disabilities Act (ADA) and Title 5, and provides leadership in the evaluation and support of students with disabilities.
4. Advocates for students by reviewing and resolving petitions, complaints, grade appeals, and requests related to student conduct, behavioral intervention, and Title IX.



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Personnel Management and Staff Development

5. Supervises, mentors, and evaluates faculty and staff within the department, ensuring high-quality service delivery.
6. Leads recruitment, onboarding, and professional development efforts for faculty and staff, ensuring adherence to collective bargaining agreements and district policies.

Student Learning and Program Evaluation

7. Oversees the development and evaluation of Student Learning Outcomes (SLOs) and ensures continuous improvement in instructional programs and services for students with disabilities.
8. Monitors student progress and evaluates program effectiveness using both qualitative and quantitative data.

Budget and Resource Management

9. Develops, monitors, and manages the department's budget, ensuring compliance with funding guidelines and optimizing resources for program success.
10. Tracks and approves expenditures, controls program inventories, and procures equipment and materials needed for student services and instructional programs.

Curriculum and Instructional Oversight

11. Collaborates with faculty to review and develop new courses that promote access, equity, and success for students with disabilities, ensuring compliance with accreditation standards.
12. Ensures that curriculum and course outlines are updated and reflect the goals of the division.

Outreach and Partnership Building

13. Serves as a liaison with local high schools, community agencies, and external partners to promote dual enrollment, recruitment, and retention strategies for students with disabilities.
14. Coordinates outreach activities to ensure awareness of programs and services.

Data Management and Reporting

15. Collects, analyzes, and disseminates data related to student progress, program effectiveness, and service delivery.
16. Ensures accurate reporting to meet accreditation, District, and regulatory requirements.

Diversity, Equity, and Inclusion

17. Participates in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; actively assists in the creation of a welcoming and inclusive work and educational environment; attends and participates in diversity, equity, and inclusion trainings and events.

General

18. Performs other duties that support the overall objective of the position.



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WORKING RELATIONSHIPS

The incumbent engages and maintains contact with various District administrators, management, faculty, staff, students, vendors, government agencies and organizations, higher education institutions, the California State Chancellor's Office, and the public.

MINIMUM QUALIFICATIONS

Education and Experience:

- Master's Degree in a related discipline; **AND**
- Four (4) years of formal training, internship, or leadership experience reasonably related to the assignment; or work experience directly related to the position; **AND**
- The incumbent will serve as the designated DSPS Coordinator and must meet the minimum qualification for a DSPS 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 **AND** in addition, have two (2) years of 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.
 - 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;
- **Or**, any combination of education and experience which would provide the required equivalent qualifications of the position. **AND**
- Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

DESIRABLE QUALIFICATIONS

- Experience in teaching or counseling students with disabilities, preferably in a higher education environment.
- Increasingly responsible supervisory experience in the development and administration of programs for students with disabilities.
- Experience managing categorical budgets and grants.
- Experience working with computer software and other technologies which are utilized in the provision of educational services to students with disabilities.
- Prior experience in approaching work and interactions with colleagues and/or students in an equity minded manner.



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- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.
- Knowledge of federal and state regulations related to student services, such as the Federal Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).
- Knowledge of principles and practices of public administration procedures.
- Knowledge of office administration and management practices and procedures.
- Knowledge of budget preparation and maintenance.
- Knowledge of accounting principles and practices related to budgeting, purchasing, and maintenance of assigned accounts.
- Knowledge of confidential record keeping, filing, file sharing, and filing systems methods, techniques, and procedures.
- Knowledge of accounting principles and practices related to budgeting, purchasing, and maintenance of assigned accounts.
- Knowledge of modern office practices, methods, and techniques.
- Knowledge of computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems, student information systems (SIS), management information systems (MIS), and data management practices; computer hardware and peripheral equipment related to the area of assignment.
- Knowledge and awareness of equity and inclusion principles, particularly in the context of student support services.
- General knowledge of community college structures, processes, and student demographics.

Skills:

- Disability support services, programs, and resources available to students.
- Supporting students facing educational and/or personal challenges within a community college.
- Program budgets, funding allocations, and available financial resources.
- Strong organizational skills with the ability to prioritize and manage multiple tasks efficiently.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and other relevant software applications.
- Excellent written and verbal communication skills, with the ability to draft clear and concise reports, correspondence, and presentations.
- Data collection, analysis, and reporting, particularly in relation to disability support services.



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- Computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems; computer hardware and peripheral equipment related to the area of assignment.

Abilities:

- Ability to independently perform the essential responsibilities of the position.
- Ability to work independently and collaboratively within a team environment.
- Ability to interact positively and professionally with a diverse student population, faculty, and staff.
- Ability to interpret, apply, and explain rules, regulations, policies, and procedures.
- Ability to oversee multiple and changing priorities related to the area of assignment.
- Ability to maintain confidentiality and handle sensitive information with discretion.
- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to analyze situations accurately and adopt an effective course of action.
- Ability to plan, organize, and prioritize workload to meet schedules and timelines.
- Ability to complete work efficiently with a variety of interruptions from administrators, management, faculty, staff, students, and the public.
- Ability to understand and follow verbal and written directions.
- Ability to communicate effectively both verbally and in writing.
- Ability to understand the scope of authority in making independent decisions related to the area of assignment.
- Ability to review situations accurately to determine the appropriate course of action according to established guidelines.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to attend and participate in diversity, equity, and inclusion trainings and events.
- Ability to provide an inclusive and welcoming work/educational environment.
- Ability to demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.
- Ability to establish and maintain effective and cooperative working relationships with those encountered in the course of work.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Possession of or ability to possess a valid driver license based on the need related to the area of assignment if and when travel is required in the course of work.
- Travel may be required for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

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



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accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to perform fine/gross finger manipulation, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds, unassisted. Must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

The incumbent may be required to work a flexible and varying work schedule based on the needs of the department, including evenings and weekends, as needed.

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; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS

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.

The incumbent works under typical office conditions, and the noise level is usually quiet.

Working Conditions:

Work is performed primarily indoors where minimal safety considerations exist. The incumbent may be subject to constant interruptions and frequent interaction with District and college personnel and the public. Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions of the position.



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



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North Orange County Community College District (NOCCCD) is committed to creating a diverse academic and workforce environment that encourages and fosters diversity, equity, inclusion, and equal opportunities for everyone. NOCCCD is focused on creating a welcoming culture to ensure students, faculty, management, and staff feel included, supported, and safe.

NOCCCD looks for likeminded and inclusive individuals who represent the community's diversity and demonstrate a sensitivity to the understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of those we represent. Our District community of professionals is devoted to enriching our students' lives by bringing a variety of ways to engage and discover their individual and collective paths through education.