



Job Description

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

PRIMARY PURPOSE

Under the general direction of an administrator, the Director, Disability Support Services performs a wide array of supervisory and administrative responsibilities related to the development, implementation, and provision of appropriate educational and support services to students with disabilities; ensures compliance with federal, state, and local laws, rules, and regulations applicable to educational opportunities and accessibility for students with disabilities. The Director oversees program development, manages faculty and staff, and promotes accessibility and inclusion across the campus community.

The Director, Disability Support Services serves as the DSPS Coordinator, responsible for ensuring equitable access and success for students with disabilities.

DISTINGUISHING CHARACTERISTICS

The Director, Disability Support Services is distinguished by its role in the leadership to create and implement tailored support services and accommodations for students with diverse disabilities to promote academic success.

The Director ensures students with disabilities have access to equitable educational opportunities and that programs and services comply with relevant laws and regulations. The Director engages with faculty, staff, and external partners to promote inclusive services and support for students.

ESSENTIAL FUNCTIONS

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

Leadership and Program Administration

1. Provides leadership in the administration, organization, and development of college support services for students with disabilities, ensuring compliance with local, state, and federal regulations such as ADA and Title 5.
2. Develops and implements policies and procedures to enhance support services for students with disabilities, promoting accessibility and student success.

Assessment and Student Eligibility

3. Oversees the diagnostic assessment of students with disabilities to determine eligibility for support services.
4. Implements plans and provides accommodations to ensure equitable educational opportunities, tailoring services to meet the individual needs of students.

Budget and Resource Management

5. Develops and manages the budget for Disability Support Services, ensuring efficient use of resources and compliance with categorical funding requirements.



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6. Monitors, controls, and approves expenditures and prepares comprehensive reports on program activities, budgets, and operations.

Staff Supervision and Professional Development

7. Trains, supervises, and evaluates DSS faculty and staff, ensuring high-quality service delivery to students.
8. Provides opportunities for professional development, supporting the growth and retention of faculty and staff in the program.

Curriculum and Course Development

9. Coordinates with faculty to develop and review courses that support students with disabilities.
10. Ensures that course offerings meet the current educational and accessibility needs of students, updating curriculum as needed.

Communication and Collaboration

11. Maintains effective communication with District and college staff, government agencies, and community partners to coordinate program services and exchange information.
12. Fosters collaboration between Disability Support Services and other campus departments to provide comprehensive support for students.

Data Management and Reporting

13. Collects and analyzes data related to student progress and program effectiveness.
14. Prepares and submits detailed reports on student outcomes, program services, and compliance with legal requirements.

Technology Integration and Innovation

15. Stays current with new and emerging technologies and advances in assistive technologies for students with disabilities, ensuring their effective implementation in program services.
16. Oversees the integration of technology into the delivery of services, facilitating accessibility and improving operational efficiency.

Diversity, Equity, and Inclusion

17. Provides leadership in District-wide efforts to close student achievement gaps and increase diversity among faculty and staff.
18. 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 participate in diversity, equity, and inclusion trainings and events.

General

19. 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; **AND**
- Must meet the minimum qualifications for a DSPS Counselor or Instructor as 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 in managing categorical budgets and grants.
- 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



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Knowledge:

- Knowledge of District and college organizations, operations, policies, procedures, rules, laws, regulations, goals, and objectives related to the area of assignment.
- Knowledge of California Education Code, Title 5, and other applicable laws and regulations related to the area of assignment.
- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.
- Knowledge of research project policies, procedures, and practices, including data collection and analysis.
- Knowledge of division, department, and/or program organization, policies, procedures, rules, and regulations related to the area of assignment.
- Knowledge of federal and state regulations related to student services, such as FERPA.
- Knowledge of budget preparation and maintenance.
- Knowledge of office administration and management practices and procedures.
- Knowledge of modern office practices, methods, and techniques.
- Knowledge of confidential record keeping, filing, file sharing, and filing systems methods, techniques, and procedures.
- Knowledge of student information systems, management information systems, databases, and data management practices.
- 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:

- 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 program outcomes and student participation.
- Event planning and coordination skills, including the ability to manage logistics and details for meetings, workshops, and special events.
- 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 maintain confidentiality and handle sensitive information with discretion.



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- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to oversee multiple and changing priorities related to the area of assignment.
- Ability to assess, analyze, implement, and evaluate research project activities.
- Ability to foster collaboration, advocate for students and implement effective support services in a higher education setting.
- 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 understand and follow verbal and written directions.
- 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 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 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).



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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 (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.