

**JOB TITLE:** Interim Supervisor, Student Accessibility Services (SAS)

**PAY GRADE:** Classified Supervisory (CS) 15

**LAST REVISED:** August 2024

*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. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

### **Summary Description**

Sierra College has committed to foundationally re-engineering its programs and services using Guided Pathways to increase student achievement, ensure student equity, and effect timely goal completion. In that spirit, the Supervisor, Student Accessibility Services (SAS) is responsible to ensure areas of oversight afford an inclusive educational and employment environment and are focused on equitable outcomes for all. Under general direction the Associate Dean of Student Services or assigned administrator, the SAS Supervisor is responsible for providing leadership and oversight of the Student Accessibility Services (SAS) at Sierra College. The role involves comprehensive planning, organizing, and supervising Student Accessibility Services (SAS) operations and activities to ensure students with disabilities receive appropriate accommodations and support services. The SAS Supervisor ensures compliance with state and federal regulations, including ADA and Section 504 (in coordination with the district 504 Compliance Officer), while promoting a campus environment that is inclusive and accessible.

The SAS Supervisor assists in management of program resources, including budgeting and grant management, effectively support program service delivery, completion of initiatives and goals. This position involves direct supervision of SAS staff, including hiring, training, and performance evaluations. Additionally, the SAS Supervisor collaborates with faculty, staff, other units and external agencies to foster awareness and understanding of disability services and to advocate for students' needs at all institutional levels. This position requires a commitment to diversity, equity, and inclusion, along with the ability to handle crisis intervention and provide direct student support when needed.

### **REPRESENTATIVE FUNCTIONS:**

1. Coordinates with assigned administrator, district and program staff to develop and provide equity-minded student services that meet the needs of student with disabilities at Sierra College; ensures consistent implementation of and compliance with approved policies and procedures; and modifies and/or revises policies and procedures as needed to ensure equity-mindedness and ongoing compliance with Title 5 and other applicable state and federal regulations.
2. Assisting in the planning, organizing, and direction of the daily operations of the SAS program to ensure effective and efficient delivery of services.

3. Assists and participates in the supervision, training, and evaluation of SAS staff, including support staff, and student workers.
4. Assists in the implementation of program policies, procedures, and services in compliance with applicable laws and regulations, including ADA and Section 504.
5. Assists in the development and administration of the SAS budget; monitors and approves expenditures to ensure compliance with budgetary guidelines.
6. Supports SAS faculty and staff in carry through of accommodations for students with disabilities, including academic adjustments, auxiliary aids, and other support services.
7. Collaborates with faculty, staff, and external agencies to promote awareness and support for students with disabilities.
8. Maintains accurate records and prepare reports related to SAS activities and outcomes.
9. Assists in the development and delivery of training and professional development programs for staff on disability services, accommodations, and inclusive practices.
10. Engages in outreach and partnership activities with community organizations to enhance services and support for students with disabilities.
11. Serve as a liaison with local, state, and federal agencies regarding SAS/DSPS regulations and best practices.
12. Participates in college committees, task forces, and other collaborative efforts to support institutional goals and initiatives related to diversity, equity, and inclusion.
13. Advocates for the needs of students with disabilities at various institutional levels and serve as a resource for addressing grievances or challenges related to accommodations.
14. Supports the implementation and use of assistive technologies and ensure accessibility of digital content and campus facilities.
15. Identifies and applies for grants to support SAS/DSPS services and manage grant-funded projects.
16. Collects, analyzes, and reports data related to SAS services and student outcomes to inform program improvements.
17. Works closely with academic departments to integrate SAS services into the broader academic mission.
18. Provides crisis intervention and support for students facing emergencies or significant challenges in coordination with assigned administrator and other units.
19. Any other duties as required and allowed.

**Knowledge of:**

- Knowledge of the Americans with Disabilities Act, Rehabilitation Acts 504, 508, and Title V regulations for students with disabilities in a higher education setting.
- California higher education policies, procedures, and practices.
- Principles and practices of effective service delivery and programmatic coordination.
- Methods and techniques of budget preparation, resource management, and tracking key performance indicators.
- Principles of supervision, training, and performance evaluation.
- Basic principles and practices of budget preparation and administration.
- Principles and procedures of record keeping.
- Principles of business letter writing and basic report preparation.

- Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
- Pertinent federal, state, and local laws, codes, and regulations, including those specific to disability services.
- Methods to successfully support individuals with varying backgrounds, which includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities, and other groups.

**Ability to:**

- Assist with the Coordination, oversight, and facilitation of the daily operations and activities of the Student Accessibility Services (SAS) program.
- Envision, develop, and maintain a holistic and comprehensive plan to ensure effective service delivery, programmatic coordination, and budget and resource management.
- Work directly with diverse student clientele with disabilities to support their unique needs and educational journey.
- Perform specialized, technical, and complex programmatic and administrative duties that require independent judgment and personal initiative.
- Understand the organization and operation of the district and outside agencies as necessary to assume assigned responsibilities.
- Apply an equity-minded framework and ensure programs, services, and processes are designed and delivered to meet the varying needs of all students.
- Understand, interpret, apply, explain, and ensure compliance with administrative and office policies and procedures, and pertinent laws, regulations, and ordinances.
- Use technical concepts and essential program management tools and techniques to coordinate the Student Accessibility Program and solve complex problems creatively and effectively.
- Develop recommendations for problematic areas and implement and monitor changes.
- Participate in the development and administration of policies and procedures.
- Coordinate and conduct workshops, seminars, special events, class presentations, orientations, and tours in a culturally inclusive manner.
- Determine the best connection, referral, and support plan for students.
- Establish and maintain partnerships with local and regional businesses and community organizations.
- Exercise skills emphasizing collaboration, consensus building, conflict resolution, and problem-solving.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Research, compile, analyze, and interpret data and information.
- Compose and prepare correspondence and written materials related to assigned activities.
- Prepare a variety of clear and concise administrative and financial records.
- Train and provide work guidance to others.
- Plan, organize, and assign work to meet schedules and changing deadlines.

- Adapt to changing technologies and learn the functionality of new equipment and systems.
- Operate office equipment, including computers and supporting word processing, spreadsheet, and database applications.
- Work independently and effectively in the absence of supervision.
- Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.
- Work with and exhibit sensitivity to and understanding the diverse racial, ethnic, ability status, sexual orientation, and cultural populations of community college students.
- Communicate effectively orally and in writing to meet the needs of the supported programs.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds, which includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities, and other groups.

**MINIMUM QUALIFICATIONS:** *The following describes the education, experience, knowledge, skills, and abilities required to enter the job and successfully perform the assigned duties.*

**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:

**Experience:** At least one year of experience working in an educational environment or related

**Education:** A Bachelor's degree from an accredited university.

**Preference:** One year of relevant experience including supervisory responsibilities supporting individuals with disabilities.

**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 accommodation may be made to enable individuals with disabilities to perform essential job functions.*

**Environment:** Work is performed primarily in a standard office setting and requires occasional travel to local high school districts and campuses.

**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 walk, 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; 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.