

DIRECTOR, SPECIAL PROGRAMS - CC**DEFINITION**

Under general administrative direction, plans, organizes, and oversees the activities and operations of several special target audience college programs designed to encourage the enrollment, retention and transfer of disabled students or students handicapped by language, social, economic and educational disadvantages or to help veterans, or those hoping to come off state subsidized welfare programs; supervises and evaluates performance of certificated and classified program staff, instructors and students; administers and monitors program expenditures/budgets and performs other duties, as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general administrative direction from the Dean of Learning Support

Provides direct supervision to program and other administrative support staff, as assigned.

EXAMPLES OF DUTIES

- Plan, direct, manage and oversee the activities and operations of several special target audience college programs.
- Select, train, coordinate, supervise and evaluate all program personnel, services and activities; interpret and apply state/federal rules policies and procedures as they relate to administration of programs.
- Prepare and monitor annual budget, maintain accurate expenditures and ensure successful year-end budget closure.
- Develop and maintain community partnerships with local school districts, universities and local non-profit agencies, as well as involvement with various on-campus and off-campus committees related to special programs and student academic achievement.
- Coordinate all efforts related to the identification, selection, advising and assessment of program participants.
- Monitor and review student progress; review student files, database, and meet with parents to discuss student progress as needed.
- Analyze program student achievement outcome data; collaborate in designing newer, more effective means of services to students in order to enhance their opportunities for success.
- Perform other duties as assigned.

TYPICAL WORKING CONDITIONS

- Work is generally performed in a standard office environment.
- Work may require occasional evening and weekend hours.

MINIMUM QUALIFICATIONS

Knowledge of:

- Federal, state, and district policies and programs applicable to special student needs
- Principles, practices and techniques of management and human relations theory; human resource practices related to training, supervising and evaluating staff
- Principles and practices of research methods, curriculum development, retention theories and practices and program evaluation.
- Principles and practices of disability law/ADA and the academic and educational needs and barriers of special program students
- Principles, practices and techniques of counseling theories related to special program students

Ability to:

- Establish collaborative work relationships within the college and outside partners
- Evaluate program performance and establish policy and procedures
- Meet deadlines and accomplish program goals and objectives.
- Understanding students from different backgrounds, especially those who are disadvantaged by an acknowledged disability or by socio-economic factors
- Utilize multiple assessment tools to properly advise diverse students to help them reach their academic and personal goals
- Use technology to learn, communicate, teach, administer and perform the scope of duties in the department.
- Be enthusiastic, visionary and energetic about the learning process and organizing programs to enhance student success; motivate people
- Utilize strong written and oral communication skills
- Organize, direct, administer review and evaluate programs and services
- Exercise sound judgment in the performance of duties
- Motivate and deal with issues related to instruction, student services and the needs of student and staff
- Manage uncertainty and conflict, as needed

Licenses and Certificates:

Possession of a valid California Motor Vehicle Operator's License.

Physical and Mental Standards:

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** occasional lifting of papers, files, equipment and material weighing up to 50 pounds.
- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; frequent contact with others including some public contact; frequent deadlines and time-limited assignments.

Education and Experience:

Any combination of education, experience and/or training that would likely provide the above-required knowledge, skills and abilities is qualifying. Typical background patterns that would provide the knowledge, skills and abilities are:

- Education: Master's degree in counseling, guidance counseling, educational counseling, educational administration, or related field.
- Experience: At least two years of successfully administering similar programs that assist special need students.