

Disabilities Specialist
Butte-Glenn Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=250020>

Downloaded On: Dec. 21, 2024 10:06am

Posted Dec. 6, 2024, set to expire Apr. 22, 2025

Job Title Disabilities Specialist

Department Disabled Student Programs and Services

Institution Butte-Glenn Community College District
Oroville, California

Date Posted Dec. 6, 2024

Application Open until filled

Deadline

Position Start Date July 2025

Job Categories Professional Staff
Faculty Associate

Academic Field(s) Counseling/Human Services
Education - General

Job Website <https://www.schooljobs.com/careers/buttecc/jobs/4714989/disabilities-specialist>

Apply By Email

Job Description

Full-time, Tenure Track (199 Day 11 Month)

\$76,474.81 - \$117,436.58 per year

Probationary (Contract I) Member of Academic Faculty

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Tentative First Interview Dates: February 11-12, 2025 **(In Person)**

Tentative Second Interview Date: February 13, 2025 **(In Person)**

Tentative Start Date: July 1, 2025

POSITION HIGHLIGHTS:

Under the general supervision of the Director, Disabled Student Programs and Services (DSPS), primary responsibilities include conducting intake interviews, determining eligibility, and developing accommodation plans. Secondary responsibilities include communicating effectively, compiling data, preparing reports, conducting campus/community liaison activities on behalf of DSPS, advocating for students with faculty, staff, on/off campus entities, serving on college/community committees, participating in professional development activities and performing other related duties as assigned.

- Implementing Disabled Student Programs and Services (DSPS) policies and procedures for identifying, documenting, and serving students with disabilities (SWD).
- Administering and interpreting both group and individual tests for the purposes of determining the existence, nature, and extent of students' learning limitations.
- Interviewing, screening, and certifying students referred because of suspected learning disabilities.
- Providing disability-related academic and vocational advising to SWD.
- Assisting with DSPS recruitment and outreach within and beyond the district.
- Developing curriculum including participating in curriculum review.
- Recruiting, hiring, training, assigning supervising and evaluating the work of student assistants, including note-takers and peer mentors.
- Providing training and support for faculty to help them fully understand their responsibilities and roles in supporting students with disabilities.
- Recognizing and supporting the intersectional identities of students registered at DSPS.

Butte-Glenn Community College District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, Butte-Glenn Community College District will provide reasonable accommodation to qualified individuals. Butte-Glenn Community College District encourages both incumbents and individuals who have been offered employment to discuss potential accommodations with the employer.

Representative Duties

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A. Non-classroom responsibilities represent a forty-hour week (199 days). The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval.

- Assist and advise disabled students in matriculation procedures, i.e. enrollment, assessment, orientation, course selection and program planning.
- Administer and interpret both group and individual tests for the purposes of:
 - Determining the existence, nature, and extent of students' learning limitations (cognition, language, perception, memory achievement);
 - Reviewing documentation, identifying, and assigning students to the appropriate and fundable DSPS disability category (i.e., acquired brain injury, psychological disability, physical disability, communications disability); and
 - Certifying students who meet the DSPS criteria and Title V regulations for services or support as learning or developmentally disabled.
- Interview, screen, and certify students referred because of suspected learning disabilities.
- Develop and maintain liaison with on- and off-campus groups and agencies.
- Assess student "ability to benefit" as defined by state and federal regulations.
- Work with faculty and staff in identifying, developing, and providing individual services to assist disabled students in meeting their educational goals.
- Develop and recommend services, instructional programs, and adaptations to facilitate the education of disabled students.
- Conduct specific office intake procedures.
- Identify, certify, accommodate, and assist disabled students needing specialized assistance, services, or instruction.
- Evaluate requests for adaptive equipment by students with disabilities.
- Provide instruction and or tutoring assistance for students with disabilities.
- Develop and conduct in-service training for faculty and staff to promote awareness and sensitivity to the issues and needs of students with disabilities.
- Attend professional conferences and workshops related to the exceptional needs of individuals with disabilities.
- Assist with recruitment, outreach and the dissemination of information regarding DSPS programs and services.
- Remain current in knowledge of adaptive technology and related equipment for individuals with disabilities.
- Recruit, hire, train, assign, supervise, and evaluate work of student assistants, prescriptive tutors and instructional aides.
- Coordinate adapted services for students with disabilities across the college curriculum.

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- Provide consultation with instructors and counselors regarding student limitations and needs for services.
- Assist with the development of individual education plans for DSPS students.
- Provide disability-related advising to DSPS students on an individual basis; assist students in the on- and off-campus management of their disability.
- Refer disabled students, as appropriate, to other college services, programs, and offices and, when necessary, assist the disabled student in accessing such programs and services.
- Interpret, for purposes of placement and advising, the Butte College Basic Skills Assessment, associated with student aptitude and academic achievement.
- Serve on college-wide committees and participate in the shared governance processes.
- Assist the DSPS Coordinator as assigned.
- Development and assessment of student learning outcomes.

B. Professional Growth and Currency

- Maintain currency with developments and changes in the counseling field.

C. Area or Departmental Responsibilities

- Communicate with the various instructional divisions, the administration, and the staff of the College.
- Communicate and conduct outreach with the high schools served by the College.
- Develop and assess student learning outcomes.
- Assist other full-time, part-time, and/or new counselors, including training.
- Attend assigned meetings.
- Maintain knowledge of College, Area, and Department policies and procedures.
- Other related duties as assigned.

D. College Wide Service

- Serve on College committees, workgroups, and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.

E. DEIA Self-Reflection Statement

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Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

MINIMUM QUALIFICATIONS:

- Master's degree in rehabilitation counseling; **OR**
- Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); **AND** either 15 or more semester units in upper division or graduate level course work related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services program or in a program dealing with people with disabilities, or two years of fulltime experience, or the equivalent, in one or more of the following:
 - (A) Counseling for students with disabilities; or
 - (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities are for persons with disabilities, or the equivalent; **OR**
- Possession of a current California Community College Credential that permits full-time service as an instructor in the applicable discipline; **OR**
- The equivalent (Applicants wishing to be considered for employment under District equivalency standards must submit a detailed statement explaining how you possess the equivalent to the minimum qualifications discussed above.)

DIVERSITY AND EQUITY QUALIFICATIONS:

- Demonstrated understanding of and responsiveness to the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds that characterize community college students in a manner specific to the position.

DESIRED QUALIFICATIONS:

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- Experience working with individuals with disabilities in a postsecondary environment and recommending appropriate services and accommodations.
- A practiced and working knowledge of the medical/academic aspects of disabilities, disability management, understanding of the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973 (Sections 504 & 508), California Education Code (Title V), and Implementing Guidelines for Disabled Student Programs and Services.
- Familiarity with community agencies, secondary school special education programs, and other organizations/agencies serving individuals with disabilities.
- Experience working with individuals with mental health challenges.
- Proficiency with information technologies used for case management and communication within an organization.
- Experience using a variety of emerging assistive technologies and a willingness to stay current with new technologies in support of students with disabilities.
- Completion of, or eligibility to complete the California Community Colleges' Learning Disabilities Eligibility and Services Model (LDESM) training through the California Community Colleges Chancellor's Office (CCCCO).

PRE-EMPLOYMENT REQUIREMENTS

- Education Code § 87408.6 states that no person shall be initially employed by a community college district in an academic or classified position unless the person has submitted to an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis.
- As a condition of employment, the District requires that you provide fingerprints prior to beginning work. You may be fingerprinted at Butte College Human Resources by appointment, or you may be fingerprinted at another agency. Should you be fingerprinted at another agency, the rolling fee charged by the Department of Justice (DOJ) for the fingerprint report is the employee's responsibility at the time of printing.

-----APPLICATION INSTRUCTIONS-----

All applicants, including current butte college employees, must submit all required documents with the online application in order to move forward in the recruitment process.

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REQUIRED ATTACHMENTS:

- **COVER LETTER:** In addition to any information you included with your application materials, please provide an account of how you meet the desired qualifications.
- **RESUME OR VITA**
- **DIVERSITY, EQUITY, AND INCLUSION STATEMENT:** In addition to any information you included with your application materials, please provide a detailed account of how your skills, life experiences, work experience, education, and/or training have prepared you to effectively meet the needs of students from diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds. Please include examples of:
 - Teaching or training practices and/or life experiences that have enabled or would enable you to more effectively engage with and support success for diverse populations.
 - How you have engaged in on-going self-reflection to ensure equity in the workplace and/or classroom. Please include examples of workshops, trainings, and/or life experiences.
- **TRANSCRIPTS:** You are required to provide transcripts for coursework and/or degrees listed on the application materials you have submitted. The transcripts must include the date the institution granted the degree. Legible unofficial copies of transcripts are acceptable at this point in the process.
 - **Degree in progress:** In order to qualify under this process you must be currently working toward the degree requirement. In order to complete your application, you are required to submit (1) current transcripts and (2) a letter from your Advisor confirming your academic standing in the program and forecasted completion date. The completion date must be no later than June 2025.
 - **Foreign Transcripts:** Foreign transcripts must include a U.S. evaluation and translation. Please visit the Office of Human Resources website for a list of agencies providing this service. [Website linked here.](#)
 - *All offers of employment are contingent upon the submission of official transcripts showing completion of the degree.*

The District reserves the right to modify, rescind or re-advertise this announcement without notification or to delay indefinitely the employment of a person for the position.

The District offers a comprehensive benefits package for employees/family members: Health, Dental, Vision, Life Insurance, Employee Assistance Program, Income Protection, contribution to the Public Employees Retirement System (PERS) or State Teachers' Retirement System (STRS), 403b and 457 tax shelter retirement plan, accrued vacation days and sick days. For more information please click on the link below.

[Fringe Benefit Summary](#)



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Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact

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