

UNIVERSITY OF FLORIDA CLASSIFICATION: Assistant Director

WORKING TITLE: Assistant Director for Transition Services

DEPARTMENT: Disability Resource Center

COVER LETTER AND RESUME MUST BE RECEIVED BY: OCTOBER 10, 2021

TO APPLY, PLEASE VISIT JOBS.UFL.EDU

SUMMARY OF POSITION ROLE/RESPONSIBILITIES:

The Assistant Director for Transition Services assists the Director in the management of the transition initiatives and outreach component of the Disability Resource Center. Assists in the analysis of student group programming and its effectiveness. Responsible for facilitating campus-wide trainings on access, inclusion, and disability. The Assistant Director develops curriculum for promoting universal design for access in courses and educates campus constituents on how to support students with disabilities. The Assistant Director proactively works with faculty to address the need for accommodations through trainings on accessible teaching practices. The position is responsible for coordinating outreach and transition programs for the Disability Resource Center. The Assistant Director also oversees the DRC student groups such as Delta Alpha Pi and Disability Ambassadors. This role will also oversee, create, and expand transition initiatives such as Rising Scholars, etc. This role supervises the DRC graduate assistant and practicum students. The role will also provide professional-level support and services to students with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973.

ESSENTIAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION

[Note: in compliance with the Americans with Disabilities Act (ADA), identify essential functions of a job required to be performed with or without reasonable accommodations. Requests for reasonable accommodations to facilitate the performance of essential functions will be given careful consideration.]

Assists the director and leadership team in long-term planning, strategic alignment, and management with a particular emphasis on educating the UF community about the needs of students with disabilities. Serves as a member of the DRC leadership team. Works with academic units, department chairs and colleges to educate faculty, assist in developing accessible courses, and understanding accommodations and legal requirements. Serves as an educator/trainer throughout the university on disability and universal design for campus access, primarily focused on academic requirements and access. Develops programs, collaborates with staff and faculty on disability inclusion initiatives. Serves on departmental, divisional, and university-wide committees with the goal of supporting students with disabilities through creating opportunities for inclusion. Creates, facilitates, and assesses trainings on universal design, accessibility, and disability inclusion for campus constituents. Collaborates with the Office of Teaching Excellence, Center for Instructional Technology and Training, as well as the Office for

Title IX and ADA compliance on trainings for university faculty. Proper outreach and education should decrease the number of issues and legal complaints.

Meets with students to identify barriers in academic environments. Coordinates reasonable accommodations in collaboration with students, faculty, and staff. Conducts screening assessments to provide temporary accommodations while making referrals for formal evaluations. Maintains appropriate records by documenting communication with and regarding students. Orients students to the process of receiving classroom and testing accommodations, as well as informing them of available campus and community resources. Provides ongoing support for students via follow-up appointments, emails, and calls as requested.

Oversees DRC student programs such as Delta Alpha Pi Honor Society and Disability Ambassadors. Create and oversee transition in and transition out initiatives for students registered in the DRC. This is including but not limited to DRC Rising Scholars, Career Lunch and Learns, etc.

Supervises, trains, and evaluates the DRC graduate assistant on campus-wide outreach and transition efforts. Supervises and evaluates the Student Personnel in Higher Education practicum student completing their internship requirements at the DRC.

Responsible for ensuring that all programs, activities, and services comply with university, state, and federal regulations. Responsible for maintaining an inclusive working environment that is free from discrimination and harassment. Performs other duties as assigned by the Director or other appropriate administrator.

SUPERVISION

Explain the type and extent of instructions or directions normally given to this position by the immediate supervisor AND list the class titles and position numbers of positions under the direct supervision of this position.

RECEIVED

- Student Affairs DRC Director provides supervision via weekly meetings, staff meetings, and staff trainings
- Functions with a degree of autonomy

EXERCISED:

- Trains, evaluates, and provides supervision for graduate assistant and doctoral practicum and internship students in the DRC.

NORMAL WORK SCHEDULE

Specify days and hours this position is required to work as well as any variations from this schedule (ex: on call, shift rotations, seasonal extended hours, travel, etc.)

- Salary: \$51,000
- Monday through Friday, 08:00 a.m. to 05:00 p.m.
- Evening and/or weekend work may be required
- This is an on-campus position

EDUCATION, TRAINING, AND EXPERIENCE

Minimum Qualifications:

Master's degree in an appropriate area of specialization and two years of appropriate experience; or a bachelor's degree in an appropriate area of specialization and three years of appropriate experience.

Preferred Qualifications:

EDUCATION & TRAINING: Master's degree in a related field of expertise (such as higher education, special education, rehabilitation counseling, social work, school psychology, or occupational therapy) and at least 4 years of appropriate experience; or bachelor's degree in a related field of expertise (same as above) with four or more years of related and practical experience.

EXPERIENCE

- Experience working with students with physical, sensory, psychological, or learning disabilities
- Experience in developing, coordinating, and/or implementing accommodations and support for individuals with disabilities or medical/health needs.
- Experience presenting and facilitating training sessions with a variety of audience types and sizes.
- Experience creating transition programming with learning outcomes and objectives for students with disabilities.

KNOWLEDGE: Disability and inclusion content knowledge including universal design. Proficient in use of a Windows-based computer and Microsoft Office.

SKILLS

- Outstanding time management and organizational skills.
- Strong student support services skills.
- Effective professional written and oral communication skills.

ABILITIES: None noted

PHYSICAL QUALIFICATIONS: None

OTHER QUALIFICATIONS: Strong work ethic and ability to work both collectively as part of a team and autonomously.

OTHER CHARACTERISTICS OF THE POSITION

Describe other characteristics of the position such as physical, mental, and environmental factors essential to the satisfactory performance of the functions of the position, machines and equipment used regularly by the position, or other characteristics, which have not otherwise been described in the position description.

PHYSICAL, MENTAL, & ENVIRONMENTAL FACTORS

- No health requirements for position
- Utilizes experience working with students with physical, sensory, psychological, or learning disabilities
- Disability Resource Center annually serves over 4,000 students with disabilities at the University of Florida

MACHINES AND EQUIPMENT USED REGULARLY (with percentage of time in the operation of each): Computer/desktop (80-100%)

OTHER: Criminal background check required

PROGRAM DIRECTION AND DEVELOPMENT.

Assists in developing and revising Disability Resource Center transition services and outreach efforts

COMMUNICATION

Statement of internal and external business contact, including frequency and scope.

INTERNAL: Daily contact with students, faculty, and staff; keeps in constant verbal and written communication with supervisor and Director regarding any concerns, complaints, or emergencies.

EXTERNAL: Daily contact with families

CREATIVITY, STRATEGY AND LEADERSHIP.

CREATIVITY: Designs outreach presentations and programs that support students with disabilities and educates the campus community on access and universal design.

STRATEGY: Implements student learning outcomes and objectives that align to the DRC mission/vision.

LEADERSHIP: Train and provide supervision for graduate practicum and internship students working in the DRC.