

DIRECTOR OF EARLY COLLEGE PROGRAMS - MJC

DEFINITION

Under administrative direction, plans, organizes and directs the activities of K-12 partnerships for the college; directs specialized early college programs; facilitates the migration of high school students through the community college system on to four year institutions; seeks funding opportunities, prepares grant proposals and manages grant responsibilities associated with special funding and performs other duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the Dean, Community and Economic Development.

Provides direct supervision to support staff as assigned.

EXAMPLES OF DUTIES

- Manage, plan, develop and coordinate the activities of K-12 partnerships for the college.
- Supervise, direct and evaluate Early College programs and staff to implement program services.
- Facilitate and direct 2+ 2 articulation process with area high school; maintain confidential, secure files of course outlines and final examinations of incoming students.
- Plan and manage college enrollment, selection, advising and administrative services for students in Modesto Technical School; evaluate student progress.
- Plan and manage dissemination of information about Early College and Tech Prep to high school counselors, teachers and students, community agencies and the public.
- Collaborate with MJC divisions, Workforce Development, college staff and area high schools to regarding opportunities for high school students to jump start college and career through Early College and Tech Prep 2 + 2.
- Act as liaison for Early College high school partnerships with various local high schools and other educational stakeholder institutions.
- Prepare and manage budgets related to programs.
- Prepare policies and procedures and various reports related to program activities.
- Research opportunities for grant proposals; prepare or assist in preparing grants, as necessary.
- Assist with advising of students in the resolution of academic, financial or issues impacting high school students academic progress into college.
- 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 to attend back to school nights or college fairs.

MINIMUM QUALIFICATIONS

Knowledge of:

- Principles, practices and theories related to student counseling and advising services including educational planning.
- Needs, problems and challenges associated with college students and with high school students enrolled in college classes.
- The diverse academic, socio-economic cultural and ethnic backgrounds of college students.

Ability to:

- Relate to teacher, counselors administrators, community agencies, businesses and the public
- 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.
- Work with minimal supervision
- Multi-task and with frequent interruptions
- Learn and implement new technologies and new information
- Communicate effectively within the college and outside the district
- 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
- Plan curriculum and teach courses related to provision of quality services for students

Licenses and Certificates:

Possession of valid California Motor Vehicle Operator's License

Pupil Personnel Credential desired.

Physical and Mental Standards:

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, and 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 25 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 the field of education, child development, psychology, counseling or related field.

Experience: Three years of increasingly responsible experience working with students or on career awareness, job market, community networking and educational systems at the high school or community college level.

Class Adopted: 03/01/09
Class Amended: XX-XX-XX