GENERAL STATEMENT OF JOB

Employees in this position plan, implement and advance related college-wide programs and deliver student development services in support of the college mission and goals. Employees in this position handle a variety of roles to accomplish goals and projects. A Counselor Coordinator performs such tasks as writing and editing newsletters, developing seminars and maintaining up-to-date expertise in higher education counseling and advising issues, including student retention and persistence.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Coordinate a specific program or function related to student development and instruction; provides leadership for programs such as scholarships and graduation.

Under the direction of the Dean of Student Success, plan, develop, and promote goals, policies, and procedures for student persistence.

Maintain liaison and consult with other appropriate college department functions; represent programs in inter/intra departmental meetings.

Assist other counselors, advisors, and campus enrollment leaders in the coordination of student orientation programs which meet the needs of prospective, incoming, and continuing students at the college.

Work closely with campus enrollment leaders to develop and implement programs which attract and retain students from campus service area high schools.

Plan, develop and promote goals, policies and procedures for assigned project or function; participate in the development of goals, objectives and directions for program or services, and to area to which assigned.

Identify student needs and recommend appropriate services/programs to meet identified needs; refer students with special needs to appropriate internal and external resources.

Provide counseling and instruction related to decision making strategies, values clarification, stress management, assertiveness training, human relations, advanced communication skills, problem solving techniques and other skills related to the specific developmental needs of students.

Serve on college side task force committees and other campus committees; conduct staff meeting, as appropriate.

Develop brochures, newsletters, calendars and other pertinent documents; prepare needed correspondence to other college departments concerning advising issues.

Interview, select, assign and evaluate the performance of project; may interview, select, assess and evaluate staff.
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Conduct program reviews of all assigned projects or functions to determine their compliance with applicable regulations and their completion of goals.

Conduct in service training for implementation of programs; designs curriculum for non-credit classes.

Provide individual and/or group counseling for students in support of their developmental needs.

Maintain liaison with outside agencies and area high school, school board personnel, etc., as appropriate.

Participate in student hearings; assists in college credit registration, as appropriate.

Prepare routine correspondence.

Perform related duties as required.

SUPERVISION RECEIVED

Supervision is received from the Dean of Student Success.

SUPERVISION EXERCISED

Supervision is exercised over assigned staff.

MINIMUM QUALIFICATIONS

A master’s degree in counseling or education from an accredited institution supplemented by three (3) years of counseling work experience. Applicants with a Master's degree in other related fields from an accredited college or university will be considered if they meet the minimum standard of three (3) years of directly related college/university work experience in student success or student persistence/retention.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of machines and equipment including computer, office equipment, telephone, etc.. Physical demands are essentially those of sedentary work. Tasks may require extended periods of time at a keyboard or workstation.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of documentation, files, accounts, and equipment.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes issuing and receiving assignments, instructions, and/or directions.

Language Ability: Requires ability to read standard English, as well as basic technical data, policy and procedure manuals, codes, etc.. Requires the ability to prepare forms and reports using prescribed formats. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.
Intelligence: Requires the ability to apply principles of logical thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret a variety of instructions or inquiries furnished in written and/or oral form; to acquire knowledge of topics related to occupation.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, and to follow oral/written instructions. Must be able to communicate effectively with co-workers, the public, and students.

Numerical Aptitude: Must be able to add, subtract, multiply and divide; calculate decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape, and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes accurately in operating modern office equipment and machinery.

Manual Dexterity: Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: May not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond receiving instructions. Must be adaptable to performing under moderate levels of stress, imposed by frequent deadlines, peak workloads, or public/student contact.

Physical Communication: Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear).

Environmental Requirements: Tasks are regularly performed without exposure to adverse environmental conditions (e.g., dirt, cold, rain, fumes).

Effective: 7/97; Revised 8/08