



Sample Job Descriptions

Sample Job Description #1:

Inclusive Concurrent Enrollment Coordinator, Holyoke Community College (2014-5)

PROFESSIONAL STAFF POSITION DESCRIPTION

- I. Coordinate Inclusive Concurrent Enrollment (ICE) Program activities and develop comprehensive academic supports for high school students in transition, age 18-21, with intellectual disabilities, to promote access to campus life and college coursework in an inclusive setting.
 - a. Develop program policies and procedures with sending districts to build student independence through full inclusion in the academic and social life of college
 - b. Collaborate with high school transition specialists to balance college coursework with community-based internships and/or employment
 - c. Review and update marketing materials to promote ICE Program utilizing print, web and/or video
 - i. Archive photos and videos
 - ii. Manage YouTube channel
 - d. Coordinate annual awards celebration
- II. Assess the learning strengths and areas of development for individual students.
 - a. Review and update educational accommodation plans detailing testing, classroom, and assistive technology accommodations and appropriate learning strategies needed both inside and outside of the classroom
 - b. Assist new and continuing students with educational planning and scheduling
 - c. Consult with educational coaches and high school transition specialists regarding instructional needs of students
 - d. Identify problem areas affecting student performance
 - e. Develop strategies and interventions appropriate to student needs
 - f. Counsel and provide individual assistance to students with academic challenges
 - g. Consult with faculty and other college professionals to develop and implement educational accommodations
 - h. Participate in IEP and transition meetings with students, families, high school staff, and adult service providers, as appropriate

- III. Consult with other on-campus support services regarding the needs of students
Participate in recruitment, admissions and orientation of incoming students.
 - a. Develop and/or update program materials and *ICE Family Handbook* for incoming students and their families
 - b. Coordinate campus tours and participation at Spring Fling
 - c. Assist families in understanding how to navigate the post-secondary education system and how it is different from the K-12 system
 - d. Co-facilitate Person-Centered Plans (PCPs) for incoming ICE students in collaboration with sending districts
 - e. Coordinate new student orientation
 - i. Develop and/or update program materials and presentations
 - ii. Train students on the use of HCC email
 - iii. Collaborate with high school transition specialists on scheduling of educational coaches and transportation
- IV. Facilitate 1:1 career portfolio advising sessions.
 - a. Maintain and update student photo collection
 - b. Monitor student progress on development of career portfolios
 - c. Provide career counseling and resume critiques
- V. Provide academic advising to students enrolled in the ICE Program.
 - a. Assist students with course registration
 - b. Advise students on credit vs. audit options
- VI. Perform administrative tasks associated with the ICE Program.
 - a. Provide statistical data and narrative for OSD/DS annual report
 - b. Coordinate semi-annual partnership meetings
 - c. Communicate with students, families, educational coaches, high school transition specialists, guidance counselors, special education directors and adult service providers
 - d. Maintain student files
 - e. Monitor budget
 - i. Create annual budget
 - ii. Manage purchase orders, travel expenses, bookstore accounts and tuition/fees
- VII. Collaborate with sending districts and HCC business office on the creation of an annual Memorandum of AgreementDevelop a network with adult service providers.
 - a. Invite agencies to partnership meetings
 - b. Represent HCC at regional transition resource fairs
 - c. Collaborate with agencies at IEP and transition meetings, as appropriate
 - d. Connect students and their families with adult service providers, as appropriate

- VIII. Coordinate activities of associated staff.
 - a. Communicate with ICE Program staff, educational coaches, high school transition specialists and special education directors
 - b. Maintain and update partnership contact spreadsheet
- IX. Engage in professional development.

Sample Job Description #2:
Inclusive Concurrent Enrollment Coordinator, Roxbury Community College (2013)

General Description:

The purpose of the Gateway Scholars program is to offer inclusive concurrent enrollment opportunities for students 18-22 years old with severe disabilities (defined as unable to achieve competency determination necessary to pass MCAS). These high school students will enroll in credit and non-credit courses with non-disabled students at Roxbury Community College. The College has established partnerships with several public school districts whose qualified students will participate in the program.

The Director will oversee a program that will ensure that Gateway Scholar students are able to participate fully in inclusive college courses and in the life of the college with their non-disabled peers, and will have the opportunity to engage in community-based integrated employment.

Supervision Received: reports to the Dean for Student Success

Supervision Exercised: The Director will supervise a part-time Employment Specialist and three part-time Educational Coaches.

Essential Functions:

1. Provides direction and oversight of the Gateway Scholars Program;
2. Coordinates monthly meetings of the Partnership Leadership Team, which includes key representatives from RCC, the local school districts, adult service agencies, employers, and family members (i.e., parents, students);
3. Oversees the development of Gateway Scholars program policies, practices, and procedures;
4. Oversees the development of a strategic action plan that details how students will be supported to participate in inclusive college courses and campus activities, as well as quality work experiences;
5. Organizes and coordinates professional development activities for faculty/teachers and staff;
6. Participates in technical assistance and mentoring activities provided to the ICE Team;
7. Serves as the liaison between RCC and partner institutions/representatives;
8. Prepares and maintains recordkeeping and reporting requirements;

9. Establishes a communication protocol for ensuring clear and consistent communication among partners, students, family members, adult service agencies, and local employers;
10. Supervises Employment Specialist and Educational Coaches; and
11. Other related duties as assigned.

Qualifications:

All candidates must have legal authorization to work in the United States.

Bachelor's degree required, Master's preferred;

1. Three to five (3-5) years of experience working with young adults with severe disabilities;
2. Strong interpersonal, organizational and administrative skills;
3. Ability to work independently as well as part of a team;
4. Ability to work with diverse populations;
5. Ability to foster communication between collaborating entities to ensure that project goals are met.
6. Computer efficiency, especially with Microsoft Word, Access, PowerPoint and Excel programs.

Sample Job Description #3:
Inclusive Concurrent Enrollment Coordinator, Middlesex Community College (2014-5)

Position Title: **ICE Program Coordinator (Inclusive Concurrent Enrollment)**

Department: Student Affairs/Student Support Services

Reports to: Associate Dean: Student Support Services

The ICE Program Coordinator plays a key role in the coordination and implementation of this innovative grant, as the primary contact between the student and family, college faculty and staff, the partnering school system and special education collaborative and the educational coaches supporting the student on campus. The Program Coordinator serves as the Academic Advisor to the students and consults frequently with educational coaches, High School and special education collaborative liaisons and college faculty and staff to ensure the successful transition to college.

Responsibilities include, but are not limited to:

- Coordinate all Inclusive Concurrent Enrollment (ICE) program activities and develop comprehensive academic and co-curricular supports for high school students in transition (ages 18-21 with intellectual disabilities) to promote access to campus life and college coursework in an inclusive setting
- Assess the learning strengths and areas of development for individual students. Review and update individualized accommodation plans detailing academic accommodations, assistive technology needs and the development of appropriate learning strategies on campus and in the classroom. Consult with educational coaches and high school liaisons regarding instructional needs of students.
- Coordinate and participate, as lead staff, in the recruitment, admissions and orientation of incoming ICE students, to include: developing and updating program materials, coordinating orientation programs and campus visits.
- Participate, as the College's representative, on all person-centered planning activities for incoming ICE students in collaboration with sending high schools/special education collaborative.
- Consult with students, faculty, administrators, and other campus personnel regarding students' instructional needs, disability information and reasonable accommodations.

- Function as the lead staff and trainer, working with faculty and staff, to support inclusive learning strategies, instructional universal design techniques and support to ICE Program students. Provide professional development and training to college faculty and staff to promote the inclusion and success of ICE students in the college community.
- Facilitate career workshops and access to college career events for ICE students.
- Provide academic advising to students enrolled in the ICE program. Assist students with course selection and registration.
- Perform administrative tasks associated with the ICE program, to include: collecting and reporting of statistical data and analysis, coordinate partnership and leadership team meetings, maintain student files, assist in monitoring budget expenditures and collaborate with the sending districts/special education collaborative and college administrative offices on the development and monitoring of Memorandum of Agreement (MOA).
- Meet with and facilitate the training of students on self-advocacy and the use and access to assistive technology and instructional aids.
- Interact with various agencies/individuals to include:
 - attending meetings, college fairs, workshops, professional development conferences and other activities;
 - communicating with external human service agencies, high school and special education collaboratives, parents, faculty members, tutors, interpreters, other academic institutions, counselors, medical providers, community agencies, vendors, the public, outside agencies and other individuals.
- Maintaining professional and technical knowledge in applicable areas to include maintaining a working knowledge of adaptive and assistive technology and universal design instructional approaches.
- Serving as member and active participant in Program meetings, Department and Division meetings and college committees, as directed.

Minimum Training and Experience:

Master's Degree in Special Education, Educational Psychology, Counseling, or closely related field with

three (3) years experience and/or training that includes college-level disability services, assessment, Americans with Disabilities Act (ADA)/Section 504 compliance, development of policies/procedures, teaching or curriculum development, or an equivalent combination of education, training, and experience.

Sample Job Description #4:
Inclusive Concurrent Enrollment Coordinator, Westfield State University (2014-5)

Job Description: Coordinator.

Responsibilities will include:

- Coordinate ICE Program activities and develop comprehensive academic supports for high schools students in transition with ID to promote access to college life and college coursework in an inclusive college setting.
- Facilitate or co-facilitate PCP's for incoming students and yearly for returning students.
 - Assess the learning strengths and areas of development for individual students. Review and update individualized educational accommodation plans detailing testing, classroom, and assistive technology accommodations and appropriate learning strategies needed both inside and outside of the classroom.
 - Consult with educational coaches and high school liaisons regarding instructional needs of students.
- Meeting with students and parents to select courses and activities that best match the students' interests.
- Work closely with the High School Liaisons and other high school personnel to assess student needs and to address any issues.
- Convene the Partnership Leadership team.
- Coordinating orientations for students and parents to introduce them to the College campus and services
- Communicating regularly with faculty and administration to monitor students' participation and integration in the classroom and other activities.
- Coordinating workshops for students, parents, faculty and administration to inform and educate on disability specific topics and to promote universal design in the college curriculum.
- Work with adult service agencies to facilitate ongoing services and supports. Continuing the expansion and capacity building for the inclusion of students with severe disabilities among partners, faculty and staff.
-

- Facilitate career workshops in collaboration with employment specialist.
 - Perform administrative tasks associated with the ICE Program. Coordinate partnership meetings, trainings and award celebrations. Maintain student files. Monitor FY budget and collaborate with sending districts, WSU staff and faculty from necessary departments on the creation of an annual Memorandum of Agreement.
 - Develop a network with adult service providers. Invite agencies to partnership meetings and transition nights.

Sample Job Description #5:
Inclusive Concurrent Enrollment Coordinator, Cape Cod Community College (2014-5)

DATE: xxxx

POSITION: Learning Disabilities Specialist/Transition Program Implementation Specialist
Partnership Program for Students with Disabilities
O'Neill Center for Disability Services
Academic & Student Affairs
30 hours/week; xxxx; benefited pending funding
MCCC Unit Position; Grant-funded

SUPERVISION RECEIVED: Reports to the Dean of Learning Resources and Student Success and works closely with the Coordinator, Disability Services and the Learning Disabilities Specialist.

GENERAL STATEMENT OF DUTIES:

Coordinate Inclusive Concurrent Enrollment (ICE) Program activities and develop comprehensive academic supports for high school students in transition, age 18-21, with intellectual disabilities, to promote access to campus life and college coursework in an inclusive setting. Responsible for day-to-day implementation of the program. Manages budget, prepares reports to funding agency.

RESPONSIBLE FOR:

1. Youth development, person-center planning, strategies to promote access to post-secondary education and career development and competitive employment.
2. Identify high -risk students with disabilities and assist them in their pursuit of successful higher education.
3. Develop academic strategies and plan for accommodations to promote successful integration of students with disabilities.
4. Work closely with the Director of the O'Neill Center for Disability Services, Learning Disabilities Specialist and Instructional Support Technician.
5. Convene Partnership Leadership Team meetings for planning and problem solving.
6. Act as a liaison to the High Schools.

EXAMPLE OF DUTIES:

1. Assess the learning strengths and areas of development for individual students.
 - a. Review and update educational accommodation plans detailing testing, classroom, and assistive technology accommodations and appropriate learning strategies needed both inside and outside of the classroom.
 - b. Assist new and continuing students with educational planning and scheduling.
 - c. Consult with educational coaches and high school transition specialists regarding instructional needs of students.
 - d. Identify problem areas affecting student performance.
 - e. Develop strategies and interventions appropriate to student needs.
 - f. Counsel and provide individual assistance to students with academic challenges.
 - g. Consult with faculty and other college professionals to develop and implement educational accommodations.
 - h. Participate in IEP and transition meetings with students, families, high school staff, and adult service providers, as appropriate.
 - i. Provide academic advising to students enrolled in the ICE Program including assist students with course registration and advise students on credit vs. audit options.
2. Participate in recruitment, admissions and orientation of incoming students.
 - a. Develop and/or update program materials and *ICE Family Handbook* for incoming students and their families.
 - b. Coordinate campus tours.
 - c. Assist families in understanding how to navigate the post-secondary education system and how it is different from the K-12 system.
 - d. Co-facilitate Person-Centered Plans (PCPs) for incoming ICE students in collaboration with sending districts.
 - e. Coordinate new student orientation for ICE students.
 - f. Develop and/or update program materials and presentations.
 - g. Train students on the use of Cape Cod Community College email.
 - h. Collaborate with high school transition specialists on scheduling of educational coaches and transportation.
 - i. Consult with other on-campus support services regarding the needs of students.
3. Follow up on high-risk students with disabilities who have an Accommodations Plan.
4. Review the evaluation and reports of high risk students with disabilities and suggest additional strategies and accommodations in order to increase their chances of success.

5. Work with faculty on implementing College Accommodations Plans.
6. Upon referral from the O'Neill Center, conduct initial intake interviews with students who believe they may have a learning disability or have a documented disability and did not disclose it until they were in trouble.
7. Serve as an advocate and advisor for students with disabilities.
8. Advise and counsel high risk students with course selection.
9. Assist in proctoring exams for students with disabilities.
10. Function as a "Coach" for students with ADHD, Asperger's Syndrome or emotional issues that require weekly meetings in order to insure academic success.
11. Supervise educational coaches.
12. Other duties as assigned.

MINIMUM QUALIFICATIONS:

1. Minimum of a Master's Degree in Special Education, Psychology or closely related field; with five (5) years experience and/or training that includes teaching students with learning disabilities and cognitive limitations, administering/interpreting educational and psychological tests, curriculum development, and program administration; or an equivalent combination of education, training, and experience.
2. Working knowledge of the American with Disabilities Act and Section 504 and the strict requirements for confidentiality.
3. Strong computer skills and some knowledge of working with websites.
4. Demonstrated interpersonal skills.
5. Proficiency in oral and written communications.
6. Working knowledge of the role of a "Coach" with students who have a disability.
7. Ability to read psycho-educational reports and determine appropriate strategies and accommodations for students with disabilities following the guidelines of Section 504 and the ADA/AA law.
8. Ability to work with outside agencies in coordinating programs for students with Disabilities.

