

# Richmond Community College

## Job Description

### **Position Title: College and Career Readiness Coordinator**

**General Description:** The College and Career Readiness Coordinator, under the direct supervision of the Dean of CCR and Immured Programs, is responsible for maintaining and coordinating community-based programs in the RCC service area. The Coordinator will develop, implement, and coordinate curriculum as related to the goals and objectives of the RCC College and Career Readiness programs and share responsibility for the development and implementation of the North Carolina Community College Basic Skills Educational Plan.

### **Duties and Responsibilities of the Position:**

1. Coordinate on-site and community-based classes for RCC service area.
2. Advise students with information regarding RCC programs, student services, and courses available.
3. Coordinate and oversee community-based programming. Meet with on and off-campus representatives to design specialized courses including recruiting, interviewing, recommending, training, scheduling, and evaluating of faculty.
4. Serve adults with intellectual disabilities. Review assessments with participants, including level of ability and readiness for work, as well as physical and mental capabilities for development of educational plan. Secure additional supportive services as needed.
5. Connect participants with community resources such as One-Stop Center, Vocational Rehabilitation, probation/parole, social services and employment resources to ensure participants have access to available services.
6. Cultivate and maintain relationships with agencies and employers, including outreach and attendance at job fairs and connections with local businesses.
7. Assist in planning and implementing the goals and objectives of the assigned area.
8. Monitor and conduct internal audits of designated CCR classes each semester.
9. Prepare documentation for the origination of classes; schedules dates, rooms and instructors; reviews web-based class schedule for accuracy, deletions, and additions.
10. Generate start forms and revisions, obtain substitutes, monthly payroll, instructor observations, class visitations, end of semester paperwork, and other required paperwork and submit in a timely manner.
11. Monitor course offerings, additions, changes, and deletions to keep program area current; researches and develops curriculum, course outlines, and materials.
12. Work with marketing staff to prepare marketing materials and literature for distribution to potential students.
13. May teach courses within the assigned area; models effective teaching techniques for instructors.
14. Ensure faculty and staff understand and follow state and National Reporting System guidelines, including the state assessment policy.
15. Review needs for equipment, supplies, and instructional materials and recommends purchase.
16. Perform other duties as assigned.

### **Position Qualifications:**

**Knowledge, Skills and Abilities:**

1. Strong oral and written communication skills. Ability to work independently with minimal supervision. Must be able to meet and deal effectively with staff, instructors, and the general public. Demonstrate empathy and understanding for the adult learner and demonstrate an understanding of students' special needs and challenges. Detailed record keeping experience preferred and the ability to organize data and develop documents.

**Minimum Education and Experience:**

1. Bachelor's degree required. Two years related work experience that provides the knowledge, skills and abilities to successfully work with the adult learner. Computer experience required with a familiarity with MS Office Suite of products.

**Salary Level:**

**Location:** RCC Service Area

# Questionnaire for Compliance with Americans with Disabilities Act

## Interview guide for collecting job analysis information

**Job Title:** College and Career Readiness Coordinator

**Division:** Workforce & Economic Development

**Location:** RCC Service Area

**Supervisor's Title:** John Kester

**Department:** College and

**Career Readiness**

**Shift:** 1st

**1. General Purpose of Job.** Briefly describe the job's primary purpose or contribution to the department or organization.

See job description.

**2. Duties and Responsibilities.** List the job's essential or most important functions and responsibilities. Include all important aspects of the job -- whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals.

See job description.

**3. Supervisory Responsibilities.** If this job supervises others, give the name of unit(s) or department(s) managed and number of employees supervised. If there are subordinate supervisors, list them also.

20-30 Part-Time CCR Instructors

### 4. Physical Demands:

**4A.** How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Stand	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4B.** Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Up to 10 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4C.** Does this job have any special vision requirements? Check all that apply.

- ☐ Close vision (clear vision at 20 inches or less)
- ☐ Distance vision (clear vision at 20 feet or more)
- ☐ Color Vision (ability to identify and distinguish colors)
- ☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☒ No special vision requirements

**4D.** Make notes on the specific job duties that require the physical demands selected above.

Movement of textbooks, materials, and computers to and from off-site classes.

**5. Work Environment:**

**5A.** How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Wet, humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5B.** How much noise is typical for the work environment of this job? Check the appropriate level below.

- ☐ Very quiet (Examples: forest trail, isolation booth for hearing test)
- ☐ Quiet (Examples: library, private office)
- ☒ Moderate Noise (Examples: Business office with typewriters and/or computer printers, light traffic)
- ☐ Loud noise (Examples: metal can manufacturing, department, large earth-moving equipment)
- ☐ Very loud noise (Examples: jack hammer work, front row at rock concert)

**5C.** Make notes on the specific job duties that are affected by the environmental conditions selected above.

**6. Comments.** Include any other information that will aid in the preparation of an accurate description of this job.

**7. Questionnaire prepared by:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Basis for knowledge of job: ☐ hold job now; ☒ supervise job; ☐ other (explain)

## **Exposure Determination for Bloodborne Pathogens**

All position descriptions, including administrative and support personnel, whether paid or volunteer, must be evaluated by the appropriate department chairman/head and a Risk of Exposure to Bloodborne Pathogens Classification I or II be assigned to the position as it applies to each employee's work location. In situations where jobs of the same title entail substantially different categories of risk based on the department to which assigned, job titles will be modified to include the unit name thereby creating a newer, more specific description for that position.

For jobs which fall into Classification II, a list of tasks or procedures which present an occupational exposure to those employees should be prepared and appended to the job description. Assignment of personnel to a new department in the same basic job may necessitate a formal change of job title to ensure that they will receive training according to that job's risk classification. This must be reviewed on an annual basis by department managers for all job titles which they supervise or manage.

### **\_\_\_\_\_ CLASSIFICATION I**

This includes jobs in which required tasks routinely involve a potential for mucous membrane or skin contact with blood, body fluids, tissues or potential spills or splashes. Use of appropriate measures is required for every employee performing these tasks.

### **\_\_\_\_\_ CLASSIFICATION II**

This includes jobs in which required tasks normally do not involve exposure to blood, body fluids or tissues, but may require performing unplanned Classification I tasks. In these jobs the normal work performance involves no exposure to blood, body fluids or tissues. However, exposure or potential exposure may be required as a condition of employment or class performance.

### **\_\_\_\_\_ PERSONNEL NOT COVERED BY THE STANDARD**

This includes jobs in which required tasks involve no greater exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues and the employee can decline to perform tasks which involve a perceived risk without retribution.

NOTE: All employees who do not fit into Classification I or II will fall into a third category not covered by the Standard.