

**Richmond Community College**  
Job Description

**Position Title: High School Equivalency Specialist (CCR)**

**General Description:** The College and Career Readiness Transition Specialist, under the direct supervision of the Director of Adult Education and HSE and the general supervision of the VP of Workforce and Economic Development. This position will perform a variety of administrative duties and assist in coordinating various Basic Skills programs. Shares in the responsibility for the development and implementation of the Basic Skills Educational Plan. Act as the transition contact person for administrators, teachers, parents and community partners

**Essential Duties of the Position:**

1. Perform instructional-related clerical duties for the director including data entry, instructor contract documentation, Datatel reporting processes, time sheet and payroll processing, and other tasks as required for office operations. Collect, sort, and consolidate payroll documentation to include start forms, contracts, and class change forms to ensure the accuracy of monthly payroll of the WED Unit. Process faculty and staff forms such as travel, requisitions, and leave.
2. Maintain accurate records to ensure that staff and faculty credentials are current and that necessary training is coordinated and conducted while maintaining mandatory records of credentialing.
3. Compile and distribute career development and transitional information and techniques related to employment, such as job searching, application strategies, resume writing, interview skills, and career readiness are occurring in the classroom.
4. Provide data for teachers and staff members involved in helping students or graduates identify and pursue career opportunities.
5. Ensures compliance with state and federal regulatory guidelines (e.g. WIOA).
6. Assist the Director and Adult Education and program staff in the coordination and development of existing and new workforce and college transitions programming. This includes attending planning meetings and assisting with the curriculum development process, coordinating training and course schedules and instruction.
7. Assist Adult Education staff with marketing and promotion efforts to increase overall program enrollment;  
other related program coordinating duties as assigned
8. Attend regular staff meetings and meetings with college, workforce, local and regional agencies for the purpose of developing and coordinating training programs and developing/maintaining relationships with local and regional employers and educational providers;
9. Willingness to travel locally and regionally to attend meetings, professional development training or as needed;
10. Perform other related duties as assigned or directed.

**Position Qualifications:**

**Knowledge, Skills and Abilities:**

A strong understanding of current Microsoft Office Products. Qualified applicants must have skills in critical analysis and problem solving, and independent decision-making ability. Organizational and multi-tasking skills are an essential element of this position. Ability to work independently with minimal supervision.

**Minimum Education and Experience:**

Associates degree required. Bachelor's degree preferred. Two years related work experience in an academic setting preferred. One year of experience with coordinating and developing staff training preferred. One year of College and Career Readiness work experience preferred. Must have experience in mentoring, evaluating, and coordinating projects, people, and resources.

**Salary Level:** Salary Level 6 (\$30,586-

**Location:** RCC Service Area

**Questionnaire for**  
**Compliance with Americans with Disabilities Act**  
**Interview guide for collecting job analysis information**

**Job Title:** High School Equivalency Specialist  
**Division:** CCR  
**Location:** James Building  
**Supervisor's Title:** Director of Adult Education

**Department:** WED  
**Shift:**

**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.

none

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" 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.

Employee must remain aware of their surroundings.

**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 be 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.