

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**TO:** Board of Trustees

**FROM:** Bruce Baron, Acting Chancellor

**REVIEWED BY:** Renée Brunelle, Vice Chancellor, Human Resources & Employee Relations

**PREPARED BY:** Renee Brunelle, Vice Chancellor, Human Resources & Employee Relations

**DATE:** June 10, 2010

**SUBJECT:** Consideration of Approval of Revised Academic Job Description

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the revised academic job description for Developmental Studies Specialist, CHC.

**OVERVIEW**

The job description for Development Studies Specialist is being revised to meet the institutional needs of CHC.

**ANALYSIS**

This position is responsible for ensuring the quality, responsiveness, and currency of developmental course offerings, and the development of linked courses and learning communities. The Developmental Studies Specialist will work with faculty and staff in creating a development education program which will include coursework and support services.

**BOARD IMPERATIVE**

III. Resource Management for Efficiency, Effectiveness and Excellence.

**FINANCIAL IMPLICATIONS**

None.

## SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

### DEVELOPMENTAL STUDIES SPECIALIST

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

#### **SUMMARY DESCRIPTION:**

This is a faculty position and is under the general direction of an assigned administrator. The Developmental Studies Specialist is responsible for ensuring the quality, responsiveness, and currency of developmental course offerings, and the development of linked courses and learning communities. The Developmental Studies Specialist will work with faculty and staff in creating a developmental education program which will include coursework and support services. This position will also work closely with Disabled Student Programs & Services (DSP&S), appropriate faculty, and in conjunction with the Matriculation and Basic Skills Committees in developing services and curriculum for basic skills students, and for those with learning and physical limitations.

#### **REPRESENTATIVE DUTIES:**

*The following duties are typical for this classification.*

1. Serves as an expert resource in developmental education to faculty, counselors, administrators, and others as they strive to improve developmental student learning.
2. Coordinates and facilitates cross-departmental communication among teaching faculty and all other staff who counsel, tutor, or otherwise support developmental learners so as to improve the College's comprehensive approach to student success and learner-centered education.
3. Facilitates communication and collaboration among all stakeholders in developmental education (faculty, administrators, staff and students).
4. Participates in the selection and mentoring of developmental course instructors.
5. Assists in the selection, training and evaluation of teaching assistants/peer tutors.
6. Assists in the development of ongoing professional development and training.
7. With appropriate departments, coordinates the revision and development of curricula, instructional materials and/or new delivery systems as needed.
8. Creates improvements in placement, diagnostic, and exit assessments as needed.
9. Assists in the selection and implementation of developmental education assessment measures.
10. Researches the latest pedagogy and innovations in curricula, technology, and methodology pertaining to developmental education, and shares findings with the college community.
11. Collaborates with the Assessment Center, Counselors, Learning Center, Math and Writing Centers, DSPS, CalWORKs and EOPS programs to ensure that appropriate placement and support services are available to developmental students.
12. Participates in departmental meetings and other efforts that affect the programs, instruction and support for students in developmental courses.
13. Participates in district, campus, and department projects as appropriate.
14. Performs other duties as assigned.

#### **QUALIFICATIONS:**

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

### **Knowledge of**

- The use of educational technology for course delivery.
- Conducting student outcomes assessment.
- Teaching developmental courses (English, Reading, or Math) to adults.
- Appropriate sections of the Education Code and Title 5.

### **Ability to**

- Plan, organize, and coordinate multiple activities; design, create, and implement use of resources.
- Prioritize and execute a wide range of projects simultaneously.
- Work independently, assume responsibility, and take initiative in carrying out assignments.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative relationships between the College, community, and key individuals, and with all persons contacted in the course of work.

### **Education/Training**

#### **Required Education and Experience:**

1. Master's degree from an accredited institution in Education, Reading, Math, English, Special Education
2. A Masters Degree and related experience with campus or District-wide special projects or programs.
3. Experience that indicates a sensitivity to, and an understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and personnel.

#### **Desired Experience:**

1. Experience in conducting student outcomes assessment.
2. Experience working with Hispanic populations
3. Experience working with individuals with disabilities.

## **PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

**Environment:** Work is performed primarily in a standard office setting.

**Physical:** Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate

office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

**Hearing:** Hear in the normal audio range with or without correction.

Board Approved: January 12, 2006

Revised: June 10, 2010