

EXECUTIVE DIRECTOR OF HIGH SCHOOL PROGRAMS AND SERVICES

Job Description

CATEGORY: ADMINISTRATIVE AND PROFESSIONAL
POSITION STATUS: FULL-TIME
FLSA STATUS: EXEMPT
SALARY CODE: 12
REPORT TO: VICE PRESIDENT OF INSTRUCTION
REVIEWED DATE:

The incumbent in this job is expected to assist the College in achieving its vision and mission of student success and service to the community. A commitment to excellence, service, and a willingness to assist as needed are expectations for all employees.

JOB SUMMARY

The Executive Director – High School Programs and Services provides leadership in the planning, organization, administration, continuous review, evaluation, development, coordination, and implementation of dual credit and other high school program offerings.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- In collaboration with the Vice President of Instruction, develops and implements a **strategic plan** for the following areas:
 - Dual enrollment
 - Early College High School
 - With the AVP of Workforce Development, Continuing Education as it pertains to building and maintaining relationship with high school students or the offering of such at an ISD site
- Manages, coordinates, and provides leadership for **growth of dual credit enrollments and offerings** as well as expansion of dual credit to additional independent school districts (ISDs).
 - Works with the College's Deans and Department Chairs to facilitate development of **class schedule** for dual credit.
 - Provides the College's Deans with list of faculty needs for dual credit courses each semester.
 - Works with instructional staff to **resolve student and ISD issues** related to assigned areas and in accordance with College policies and procedures.
 - Works with Student Services to facilitate appropriate academic and student support strategies for dual credit students.
 - Serves as **main point of contact for ISDs** in regards to dual credit and other high school course offerings.
 - Facilitates alignment between high school student endorsements and TSC **dual pathways**.

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- Facilitates **crosswalks for curricular alignment** of proposed dual credit course offerings.
 - Creates necessary **SACSCOC substantive change documents** related to off-campus dual credit sites.
 - Creates and/or maintains dual credit informational **publications** including, but not limited to, a webpage, student catalog sections, and a dual-specific student and parent handbook.
 - **Evaluates** dual credit programs (i.e., compliance, efficiency, effectiveness, and impact/return on investment).
 - Develops dual credit adjunct **faculty roster, and workload tables** each semester to meet SACSCOC requirements.
 - Processes appropriate documents for dual credit instructor stipends.
 - Assists in the collection of instructional materials from dual credit instructors, such as signature assignments and syllabi.
- Facilitates the **matriculation of dual credit students** to TSC.
 - Facilitates and promotes dual credit adjunct faculty participation in TSC-sponsored **professional development** including working with Deans and ISDs to provide opportunities for curricular conversations between dual credit adjunct faculty and TSC full-time faculty.
 - Applies for and maintains **third party accreditations** associated with dual credit programs.
 - Supervises the **performance** of assigned staff, conducts performance evaluations as required, and provides for their continued professional growth and development.
 - Serves as a liaison or representative on instruction-related committees on behalf of the Vice President, as needed.
 - Collaborates with the College's Deans and Department Chairs to assure **compliance with legislative guidelines and accrediting agency requirements** for dual credit instruction at the state, regional, and national levels.
 - Responsible for the design, execution and effectiveness of a system of **internal controls** which provides reasonable assurance that operations are effective and efficient, assets are safeguarded, financial information is reliable and compliant with applicable law, regulation, policies and procedures.
 - Assists with the process for systematic review and evaluation of the enrollment and academic support functional area per the model adopted by the College.
 - Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite.
 - Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and customers.
 - Completes all required training and professional development sessions sponsored by Texas Southmost College (TSC).

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- Supports the values and institutional goals as defined in the College's Strategic Plan.
- Working hours may include evenings, holidays or weekends depending on deadline requirements and special events.
- Performs other duties as assigned.

REQUIRED KNOWLEDGE AND SKILLS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- A strong commitment to the mission of the community college.
- Demonstrated knowledge of the instructional functions and the administration of such functions.
- Demonstrated knowledge of the planning, implementation and monitoring of budgets in an educational environment.
- Demonstrated knowledge of the rules, regulations and principles of the THECB, TEA, and the Southern Association of Colleges and Schools Commission on Colleges, as well as other state and federal laws and regulations regarding dual credit; curriculum development; student learning outcomes; and assessment of student learning outcomes.
- Demonstrated excellent supervisory, administrative, communication, interpersonal and leadership skills.
- Demonstrated organizational skills in handling and directing multiple and complex assignments and projects.
- Skill in working effectively in a team environment with a customer service focus.
- Excellent problem-solving skills with the ability to apply those skills innovatively and creatively across a broad spectrum of issues and to develop new structures and procedures as needed.
- Proficient in the use of e-mail, word processing, spreadsheet, database, and presentation software and use of the Internet to access data, maintain records, generate reports, and communicate with others.
- Ability to effectively supervise and motivate personnel.
- Ability to embrace a culture of inquiry, evidence, and innovation.
- Ability to establish and maintain positive and effective working relationships with students, college employees, and the public.
- Ability to communicate effectively, both orally and in writing; define problems, collect data, establish facts, and draw valid conclusions; and effectively present information to top management, public groups, and/or boards of directors.

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REQUIRED EDUCATION AND EXPERIENCE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education and experience ability required.

- Master's degree from an accredited college or university.
- Minimum of four (4) years of management experience within an educational environment, K-12 or Higher Education.
- Minimum of four (4) years of administrative experience with dual credit programs.
- Substantial experience successfully troubleshooting issues experienced by students, parents, and community members within an educational environment.
- Demonstrated experience in curriculum and program development, implementation and review as well as establishing and evaluating quality standards and metrics for student learning outcomes.
- Demonstrated experience working with and in-depth knowledge of dual credit rules, regulations and principles of the THECB and TEA.

PREFERRED EDUCATION AND EXPERIENCE

- Doctoral degree from an accredited college or university.
- Seven (7) or more years of progressive senior administrative experience within an educational environment, K-12 or Higher Education.
- Administrative experience in a community college setting.

CERTIFICATES AND LICENSURES

None required.

PHYSICAL DEMANDS

The physical demands described here 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 functions. While performing the duties of this job, the employee is frequently required to stand. The employee is occasionally required to walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and is occasionally exposed to risk of electrical shock. The noise level in the work environment is usually moderate.

Disclaimer:

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Are you able to perform these essential job functions with or without reasonable accommodation?

- Yes
- With Accommodations

Employee Signature: _____ Date: _____

Direct Supervisor: _____ Date: _____

HR Representative: _____ Date: _____

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Posting Specific Questions

Required fields are indicated with an asterisk (*).

1. How did you hear about this employment opportunity?
 - Public Job Posting
 - Internal Job Posting
 - Job Board
 - Agency Referral
 - Advertisement/Publication
 - Personal Referral
 - Website
 - Job Fair
 - Other
2. Do you have a master's degree from an accredited college or university?
 - Yes
 - No
3. Do you have a minimum of four (4) years of management experience within an educational environment, K-12 or Higher Education?
 - Yes
 - No
4. Do you have a minimum of four (4) years of administrative experience with dual credit programs?
 - Yes
 - No
5. Do you have substantial experience successfully troubleshooting issues experienced by students, parents, and community members within an educational environment?
 - Yes
 - No
6. Do you have demonstrated experience in curriculum and program development, implementation and review as well as establishing and evaluating quality standards and metrics for student learning outcomes?
 - Yes
 - No
7. Do you have demonstrated experience working with and in-depth knowledge of dual credit rules, regulations and principles of the THECB and TEA?
 - Yes
 - No

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8. Do you have a doctoral degree from an accredited college or university?
 - Yes
 - No
9. Do you have seven (7) or more years of progressive senior administrative experience within an educational environment, K-12 or Higher Education?
 - Yes
 - No
10. Do you have administrative experience in a community college setting?
 - Yes
 - No