Job Description

Title: PIL- Program Director
Department: Partners in Learning
Reports to: Dean of University College
FLSA Status: Exempt

Job Summary. The Director administers, develops, recruits and works directly with students in PIL and related programs/services; serves as Disability Services Coordinator; teaches the Strategies for the College Classroom course; and generally assists with retention of students, including providing services and coordinating programs. The Director provides creative solutions to program and student challenges; evaluates individual student needs and disabilities (if applicable), and designs, supervises and provides necessary support; coordinates services among faculty, Academic Success Center (ASC) and staff; and supervises personnel to ensure program quality and academic success of students. Also the Director helps recruit appropriate students and networks with families and professionals in the disabilities field. The Director motivates staff and students, develops and controls budgets, meets deadlines and accommodates growth and change.

The Director will also help integrate the Academic Success Center with services of PIL for all students and will work with the University Counselor. The role may also draw on the resources of the MA in Professional Counseling Program and well as the National Institute on Developmental Delays which is housed on the University campus.

SGU is committed to excellence in student services and all personnel must maintain the highest standards of ethical and professional conduct.

Essential Job Functions

- Administers the PIL program, manages daily operations, plans for future;
- Evaluates student needs, prepares plans for success, and monitors plans;
- Provides creative solutions to develop PIL and helps students overcome obstacles;
- Instructs Strategies for the College Classroom courses and coordinates program for students on probation;
- Sustain the University position as a “Universal Design institution.
- Coordinates and collaborates with Academic Success Center (ASC), Counseling Center, Admissions in addressing student needs;
- Identifies, secures, and utilizes existing technology as effective resources;
- Provides workshops to engage, elicit, and prepare students with skills necessary to be confident and competent;
- Empathizes with students;
- Enables student success academically, socially, professionally and otherwise;
- Coordinates and works closely with faculty and staff;
- Recruits appropriate students, meets recruiting goals;
- For program success networks with families, professionals and organizations in disabilities, vocational rehab, education and other fields;
- Develops and controls budgets;
• Meets deadlines;
• Pursues funding opportunities, writes grants with assistance;
• Works effectively in stressful situations;
• Successfully motivates, manages, leads, and coordinates with others;
• Acts as Coordinator for Disability Services to proctor & administer exams (including CLEP, DSST, ACT), train & provide developmental tutoring, provide accommodations;
• Serves as ADA compliance monitor to identify and ensure campus access;
• Works with management for over-all University success;
• Values and promotes the education of diverse populations;
• Accommodates to, and enables change and growth at the University;
• Strives to fulfill University Mission.

Qualifications: The Program Director possesses at least a Master’s degree in special education, counseling (possibly a licensed counselor or social worker), adult developmental education or a related field and has demonstrated success in program development and working with college age students with learning differences. The Director must be self-motivating and able to motivate others. The Director values and promotes the University Mission.

Physical/Mental Demands Required
Primarily sedentary work requiring the ability to lift/carry a maximum of 25 pounds; physical requirements include frequent bending, standing, walking; continuous ability for speech communication and hearing in order to communicate with employees and the public, vision for reading, recording and interpreting information, and ability to sit for long hours at a time. Mental demands require continuous ability for both oral and written communication; frequent problem solving and concentration; and occasional analytical ability and creativity. Frequent hand/eye coordination to operate personal computer and office equipment.

Disclaimer
The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.

Last Revised: 9.1.15