JUSTIFICATION: NEW FULL-TIME FACULTY POSITION
Academic Year 2014-2015

Full-Time Faculty Hiring Prioritization Committee
A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: VETS Program Coordinator/ Counselor

ACADEMIC UNIT - Check One
☐ Advanced Technology & Applied Science
☐ Business Science and Economic Workforce
Development
☐ Counseling Services
☐ Emeritus Institute
☐ Fine Arts and Media Technology

☐ Health Sciences & Human Services
☐ Kinesiology & Athletics
☐ Liberal Arts
☐ Mathematics, Science & Engineering
☐ Online Education and Learning Resources
☐ Social & Behavioral Sciences
☒ Transfer, Career, and Special Programs

<table>
<thead>
<tr>
<th>Classroom ☐</th>
<th>OR</th>
<th>Library/Counseling/Coaching Instruction ☒</th>
</tr>
</thead>
</table>

Name of Division: Transfer, Career, and Special Programs

Division Dean Signature
Print Name of Dean: Terence C Nelson

Date: 8/15/13 Phone: 4473

Name of Department: Veterans Education and Transition Services (VETS) Program

Department/Program Chair Signature
Print Name Chair/Program: Terence C Nelson

Date: 8/15/13 Phone: 4473

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into ten areas:

- College Mission, Vision and Values
- Strategic Plan Alignment
- Institutional Need
- Supplemental Funding
- Current Program/Discipline Data
- Projected Program/Discipline Data
- Program/Discipline Limitations
- Census and Student Contact Data
- Capacity Enrollment
- Program Review Alignment

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: ATTACHMENTS: JOB DESCRIPTION AND ANNOUNCEMENT, INFORM REPORTS
PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
   We commit to fulfilling our mission to serve the south Orange County community.

2. **Excellence**
   We dedicate ourselves to excellence in academics, student support, and community service.

3. **Collegiality**
   We foster a climate of integrity, honesty, and respect.

4. **Success**
   We place our highest priority on student learning and delivering comprehensive support for student success.

5. **Partnership**
   We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
   We anticipate and welcome change by encouraging innovation and creativity.

7. **Academic Freedom**
   We endorse academic freedom and the open exchange of ideas.

8. **Sustainability**
   We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

9. **Inclusiveness**
   We cultivate equity and diversity by embracing all culture, ideas, and perspectives.

10. **Global Awareness**
    We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfills.

**1, 2, 4, 5, 6, 9, 10**
2. **STRATEGIC PLAN ALIGNMENT**

As approved February 9, 2010, the elements of the strategic plan are as follows:

I. **Improve Student Preparedness**

Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and hok acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. **Excel in College Transfer**

Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. **Enhance Resources**

Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to $1 million annually.

III.2 Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan”.

IV. **Foster Innovation**

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

I 1., I 2., II 1., II 2., III 1.
3. INSTITUTIONAL NEED

Check all appropriate statements explaining the college-wide role of the program or discipline:

☐ Basic Language Skills: The program/discipline provides basic language skills necessary for success in all courses.

☒ Student Support Services: The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.

☒ Relevance to General Education Requirements: The program/discipline provides courses that are required of students as part of the General Education requirement.

☐ Relevance to Other Certificates or Majors: Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

☐ The program/discipline provides courses which are prerequisites to two or three certificates and/or majors. List the certificates and/or majors:

   ___

☐ The program/discipline provides courses which are prerequisites for four or five certificates and/or majors. List the certificates and/or majors:

   ___

☐ The program/discipline provides courses which are prerequisites for six or more certificates and/or majors. List the certificates and/or majors:

   ___

☒ The program/discipline provides services for student retention and success in all areas.

4. SUPPLEMENTAL FUNDING FOR POSITION

Full time faculty positions are paid from the college’s allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No ☒ Yes ☐

If yes, what percentage: _____

What source(s): _____

Add further information to the Narrative.
5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
If this position is filled, what will be the percentage of direct student contact and/or services provided by full-time load in the program?
65-70%

6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using adjusted CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
If this position is filled, what will be the NEW percentage of direct student contact and/or services provided by full-time load in the program?
75-85%

7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates
Is the program/discipline mandated to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? No

If yes, by whom? _____

Is there a mandated faculty to student ratio for the program/discipline? Not Directly but Indirectly

If yes, by whom? _____ What is that ratio? _____

Three overarching mandates for student Veterans and Veterans serving institutions are as follows:

1. Executive Order 13607
   a. Outlines the requirements for any benefit confirming institution which mandates these institutions in Section 2b to “provide educational plans to individuals...detailing necessary graduation requirements and timelines for completion.” Institutions are also held to maintain “high quality academic and student support services to ‘active duty and Veterans.’”

2. US Department of Veterans Affairs SCOH
   a. All VA benefit recipients must have a fully developed educational plan on file. This regulation is spoken to at length in several areas in VA SCOH.

3. SB 1456: Student Success Act
   a. To use the legally mandated priority registration appointment, Veterans and benefit recipients must have a fully developed educational plan on file.
B. Recommendation

Is there a recommended faculty to student ratio for the program/discipline?

If yes, by whom? ASCCC  
What is that ratio? 1:370

For faculty assigned to library/counseling/coaching instruction:
What is the program’s faculty/student ratio for the previous three academic years?

This student: counselor ratios are for only VA benefit recipients not all Veterans as this data is not fully accurate

AY = 2012 - 2013  
AY = 2011 - 2012  
AY = 2010 - 2011

Fall/Spring 1:1327  
Fall/Spring 1:1242  
Fall/Spring 0:914

This position would revert to working with general students when Veteran population would not fill appointments therefore we have included general counseling data as well.

AY = 2012 - 2013  
AY = 2011 - 2012  
AY = 2010 - 2011

Fall 1: 1329  
Fall 1: 1371  
Fall 1: 1337

Spring 1: 1360  
Spring 1:1351  
Spring 1:1357

For Counseling: Does FTEC1/2H - SHCx2 indicate a deficit during the previous three academic years? Yes  
If yes, specify details: This formula does not apply to Veterans counseling as each session must be 1 hour or more to meet the regulatory needs and the psycho-social challenges of this student group. Therefore a caseload of 1:1327 is not only ineffective but dangerously low.

This data only reflects the counselor who was selected as the Veterans specific counselor. Hundreds more appointments were delivered with non-Veterans specific counselors who served this population and cannot be tabulated.

AY = 2012 - 2013  
AY = 2011 - 2012  
AY = 2010 - 2011

Fall/Spring 1375  
Fall/Spring 980  
Fall/Spring 797

8. CENSUS AND STUDENT CONTACT

For classroom faculty position:
Using C1 ENRL data for the previous three academic years, the committee will calculate the census enrollment for the program/discipline in which the position is requested.

For faculty assigned to library/counseling/coaching instruction:
What is the number of service contacts in the previous three academic years?
This data only reflects the counselor who was selected as the Veterans specific counselor. Hundreds more appointments were delivered with non-Veterans specific counselors who served this population and cannot be tabulated.

AY = 2012 - 2013  AY = 2011 - 2012  AY = 2010 - 2011
Fall/Spring 1375   Fall/Spring 980   Fall/Spring 797

This data reflects the general counseling service contacts.

AY = 2012 - 2013  AY = 2011 - 2012  AY = 2010 - 2011
Fall 14305        Fall 11088        Fall 12230
Spring 14305      Spring 11088      Spring 12230

Describe the types of contact: Student receive professional personal, career and academic counseling. All Veterans are required to have a fully developed educational plan yet often sessions are far deeper in nature due to the challenges many of our combat Veterans face.

9. CAPACITY ENROLLMENT

For classroom faculty position:
Using C1 ENRL and CRS CAP data for the previous three academic years, the committee will calculate the capacity utilization for the program/discipline.

10. PROGRAM REVIEW ALIGNMENT

Please indicate the portions of your most recent Program Review that address the need for this position.

The demand for this position is reflected in our Needs Assessment within our latest Administrative Unit Review.
PART B: NARRATIVE

Saddleback College is nationally known for our student Veterans support services and advocacy. However, it is not as widely known that the VETS program has been run since its inception without a direct department coordinator/manager and with a growing gap between our student need/demand and the counseling services offered. In Fall 2009 our college opened the Veterans Education and Transition Services (VETS) Program located in SSC 207. This program opened with merely part time counseling faculty, volunteers and a small project specialist budget. The demands on this unit and the needs of the students VETS serves have grown exponentially. The specific and unique challenges of our students who are returning from combat, necessitate adequate services with a singular location. The leadership and coordination of the area is left to the Dean of Transfer, Career, and Special Programs Division who also oversees eleven distinct service and instructional areas. This lack of direct oversight is extremely rare in any student services or instructional area in our district. The Dean is currently not housed in the area which further leads to inadequate supervision of the program’s operations and significant safety issues. Typically areas have a coordinator or chairperson such as DSPS, EOPS/CARE, Matriculation, and the Transfer Center. With the inclination of crises or potential conflict within the VETS Center, the program recommends this be addressed in a timely manner.

In 2010/11, the college hired its sole full time Veteran/generalist counselor who takes on the load for all student Veterans and dependents now amassing over 625 counseling sessions per semester, most among all full time counselors. A typical caseload based on student: counselor ratio the CA State Academic Senate (ASCCC) is 370:1 while we currently stand at triple that recommendation, 1337:1. To meet this need, we also have supplemented this with DSPS categorical and grant funded OSH. Beyond this, well over 100 sessions per semester in general counseling, transfer center, DSPS, and the Transfer Center are used to meet this student groups demand of services. Unfortunately, these counselors are not trained to meet all needs and identify specific personal and career counseling aspects within combat Veterans and their dependents. Last fiscal year we dedicated 1.83 FTEC (one full time counselor and 25 OSH/semester) in the Fall/Spring semesters and over 16 OSH in the summer for this student group yet the overflow to other areas may push this total demand to 2.5 FTEF. This also does not include the Applied Psychology 140 section that weaves Veteran specific topics into its curriculum and is nicknamed “Boots to Books” offered each term which is one of the first sections to fill historically. Though we promote our institution as the epitome of a “Veterans Friendly” institution, the VETS Program is very limited in scope due to the above factors. The program’s viability is in jeopardy without line management/coordination and additional counseling support. The growth of this population has been substantial, 447% increase in 4 years (297 in 2007/08 to 1327 in 2011/12), though our only “clean data” is in those student Veterans who use VA educational benefits rather than total population. The total Veterans, active duty, and dependent population is estimated at nearly double this number making the case load for the Veterans counselor the highest among any subgroup and specialized counselor in the district.

The counseling and program coordination needs of student Veterans and Veterans services can be summed up in three categories: guidelines/regulations, transitional/disability supports, and continued development and nourishing of relationships with external agencies and organizations. First, all Veterans seeking use of their VA benefits are required to have a full VA approved educational plan. This is outlined above in section #7. This group is protected in prioritized registration by state law yet must have a fully developed educational plan per Title V guidelines to access this benefit. Therefore, our state law leads to a further need for upfront counseling services. This was established through the SSTF and SB 1456, the Student Success Act. Furthermore, President Obama’s April 2012 Executive Order 13607 outlines deeper regulations on our institution in terms of access to counseling and support services for Veterans. The transition from military to
civilian and college life is not always smooth. We predominantly serve Marine Infantrymen due to our proximity to Camp Pendleton. With that said, the rates of service connected disability are far higher and other barriers exist. Consider the following information. A recent Time Magazine report pointed to a bleak figure of 20.4% unemployment in 2012 for young veterans (Iraq and Afghanistan-era veterans age 18-24). As of September 2012, the California Department of Veterans Services reported that Orange County is home to 127,000 Veterans, and the third highest county concentration of Veterans in the State, behind San Diego (2) and Los Angeles (1) counties respectively. According to the California Department of Veterans Affairs, over 25,000 Veterans discharge from the military in California each year (CDVA, July 2010) while over 2 million Veterans reside in California, and, in the 2010/11 academic school year, over 40,000 student Veterans enrolled in the California community college system with the help of the GI Bill benefits. As leaders in the field our professional opinion is that the student Veterans population will increase by 20-50% in the next five years while the complexity of their needs and barriers to success grow exponentially. According to the Rand Corporation, 38% of combat Veterans have some type of cognitive or psychological disability (traumatic brain injury, combat PTSD, etc.). As a college we cannot provide all services necessary for this group and therefore must build and maintain relationships with outside agencies and organizations. This takes dedicated personnel.

The VETS Program’s success along with the April 2010 dedication of the Veterans Memorial has put Saddleback College on the map as the place for Veterans to re-enter college and civilian life. The college is now advertised as “Veterans Friendly” and has received a good deal of press stressing this message. If we are at the forefront of serving our returning combat Veterans as the Memorial implies and the news articles state, we need to actually deliver what we promise, which is nearly impossible and certainly unsustainable without a full time Coordinator/ Counselor leading the program. We are designated as “Military Friendly” through SOC membership, VetSuccess on Campus agreement, and GI Jobs Magazine recognition. Let’s live up to the standard we set. When needs subside, this contract can open up the individual to general counseling activities serving all students on campus. This flexibility is important to meet the needs of our entire community.

With the onset of the Post 9-11 GI Bill or Chapter 33, college is now a truly viable option for almost all Veterans. This benefit is quite restrictive, requiring the college to certify monthly the required conditions for the veterans to receive their benefits. A Veteran will not receive his or her benefits, which includes the housing payment, if he or she does not have an approved Education Plan and enroll in only the specific courses listed in the Plan. To compound the challenges, many Veterans are not from the area so the culture shock of re-entering the civilian world in a place foreign to them is extremely difficult. It is quite common to have our student Veterans come from the Midwest or other areas of the country and decide to stay near Camp Pendleton after service. Another major issue is the fact that we often see disabilities among this population, many of which are invisible and even unrecognized by the service member at the time of discharge. A Veterans Counselor must be able to identify when these disabilities are present, understand the challenges they create and quickly provide or refer for appropriate services that will allow the Veteran to have success in college and life beyond. All of these student Veterans are atypical re-entry students. Many are 4-8 years removed from traditional education, having held highly responsible life and death responsibilities within the volunteer military culture. Many of them need to quickly upgrade their academic basic skills while sitting in classes with less mature 18 year olds. This creates situations that put them at great risk of dropping out of college their first or second semester. Research shows that a consistent advocate and support system has a significant positive impact on retention. As a result of all these dynamics, a specialized counselor is the only option.

This student population has earned funding for their education through their service. We need adequate dedicated professional counseling and coordination. The VETS Program will be in jeopardy long term if a faculty member is not dedicated to it as it currently functions off of
volunteerism, student workers, and a revolving door of part time counselors. This need is reflected in the Veterans Educational and Transition Services program Needs Assessment and Administrative Unit Review.
PART C: ATTACHMENTS

(1) JOB DESCRIPTION AND ANNOUNCEMENT

Please attach a separate page in the standard human resources format of the proposed job description and announcements you intend to use in the publication and advertising of this position.

Please go to the academic senate website for examples of previous announcements.

(2) ENROLLMENT REPORTS FROM INFORM
APPLICATION PROCEDURE
To be considered a candidate for this position, the following materials must be submitted:

- A completed South Orange County Community College District application available at jobs.socccd.edu.
- A detailed résumé that summarizes educational preparation and professional experience for the position (attach to online application).
- A minimum of three current letters of recommendation from individuals familiar with the applicant’s instructional abilities. Letters of recommendation must reference job opening ID.
- Academic transcripts (unofficial transcripts are acceptable at this time). Official transcripts will be required within three working days of employment.

Incomplete application packages will not be considered.

All submitted materials become the property of the South Orange County Community College District, and will not be returned or copied, and will be considered for this position only.

Applicant bears the sole responsibility for ensuring that the application package is complete when submitted. All application materials must reference the job opening ID. Application materials must be received by 5:00 P.M. on the day the position closes. Application materials (i.e., letters of recommendation) received after the closing deadline will not be accepted.

For an online application, information and instructions, visit the District Job Opportunities website at jobs.socccd.edu or call (949) 582-4850.

Applications/Inquiries should be addressed to:
Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635

SELECTION PROCEDURE
A screening committee will review application materials which are complete and received by the filing deadline. A limited number of applicants will be invited to the District for an initial interview at their own expense. Possession of the minimum qualifications does not ensure an interview.

COMPENSATION AND FRINGE BENEFITS
The full-time tenure-track instructor is paid on the Academic Salary Schedule (see Wages for salary placement criteria in Academic Employee Master Agreement located under Contracts on District website). The District offers a comprehensive package of insurance benefits which includes medical and dental insurance, a vision-care plan, life insurance and dependent life coverage, accidental death and dismemberment coverage, and a long-term disability.

28000 Marguerite Parkway, Mission Viejo, CA 92692-3635
949.582.4850 • www.socccd.edu

VETERANS/GENERALIST COUNSELOR

The South Orange County Community College District is located between Los Angeles and San Diego and covers 48 percent of the geographic area of Orange County. This multi-campus district is comprised of Saddleback College in Mission Viejo and Irvine Valley College in Irvine. A new instructional site, the Advanced Technology & Education Park (AETP), opened in Tustin in 2007 offering classes from both colleges. District wide, there are more than 2,600 employees of which over 800 are full-time.

Founded in 1967, Saddleback College is one of the largest California community colleges with a student population over 28,000. The college offers over 190 programs leading to an associate degree or career education certificate. Located on a 200-acre hillside campus in Mission Viejo, Saddleback College is treasured by the community. The celebrated performing arts programs have an international reputation and the college is well-known for its health sciences programs, 18 intercollegiate athletic teams, community education program and Emeritus Institute for older adults. On campus there are more than 50 campus clubs for students and a vibrant study-abroad program provides semester-long learning experiences in other countries. Please visit the college website at saddleback.edu.

Full-Time Tenure Track
Closing Date:
5:00 pm, March 17, 2011

Job Opening ID # 4343/3793
Address Inquiries to:
Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635
949.582.4850

Board of Trustees
Gary L. Poerner, Chancellor
An Equal Opportunity Employer
**VETERANS/GENERALIST COUNSELOR**

**MINIMUM QUALIFICATIONS**

The successful candidate must meet one of the following criteria:

- Master’s degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling from an accredited college or university; **OR**

- A combination of education and experience that is **at least** the equivalent of item 1 above (candidates making application on the basis of equivalency **must** submit the Supplemental Application for Equivalency Determination form in addition to all other required materials); **OR**

- Valid California Community College Instructor credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990).

*(Note: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*

**EXPERIENCE REQUIRED**

- Minimum of one (1) year (full or part-time) of recent community college counseling experience.
- Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Knowledge of articulation agreements, academic policies, requirements, and procedures that impact community college students.
- Experience teaching courses on career and vocational planning, study skills, and human and helping relationships.
- Teaching experience within a secondary or postsecondary setting.

**DESIRABLE QUALIFICATIONS**

Preference will be given to those candidates who demonstrate a high level of professional expertise on the basis of:

- Experience working with those having military background.
- Strong counseling, communication, and problem solving skills.
- Demonstrated ability to work as a team member within a collegial setting.
- Experience in community college counseling, including personal, career, and academic issues with a diverse student population.
- Demonstrated knowledge of state-mandated matriculation policies, procedures, and regulations.
- Experience in the use of computer technology as a teaching tool, a student tracking system, a communication network and with counseling and articulation activities.
- Proficiency in using the internet for accessing counseling information.
- Experience in teaching or leading groups related to personal development and success in college.
- Knowledge of and ability to integrate computer technology in the classroom and to use technology to offer instruction through distance delivery modes, as appropriate and if required.

**SUMMARY OF DUTIES AND RESPONSIBILITIES**

Provide individuals and group counseling for students with academic, career, and personal concerns. Conduct student orientation and advisement sessions and help students in developing and achieving individual Educational Plans. Assist students in defining personal and educational plans and goals. Create an environment for students that develops self-awareness and self-direction capabilities. Develop proficiency and maintain competency in the use of computer applications used in counseling, teaching and articulation-related activities. May instruct Applied Psychology courses and counseling-related workshops. Participate in general faculty functions related to the education process, in-service programs and professional development.
SADDLEBACK COLLEGE

VETERANS/ GENERALIST COUNSELOR
(Full-Time, Tenure Track)

JOB OPENING ID #4343/3793
OPENING DATE: DECEMBER 17, 2010
CLOSING DATE: MARCH 17, 2011

MINIMUM QUALIFICATIONS
The successful candidate must meet one of the following criteria:
• Master’s degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling from an accredited college or university; OR
• A combination of education and experience that is at least the equivalent of item 1 abovec (candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials); OR
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(Note: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)

EXPERIENCE REQUIRED
• Minimum of one (1) year (full or part-time) of recent community college counseling experience.
• Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
• Knowledge of articulation agreements, academic policies, requirements, and procedures that impact community college students.
• Experience teaching courses on career and vocational planning, study skills, and human and helping relationships.
• Teaching experience within a secondary or postsecondary setting.

DESIRABLE QUALIFICATIONS
Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:
• Experience working with those having military background.
• Strong counseling, communication, and problem solving skills.
• Demonstrated ability to work as a team member within a collegial setting.
• Experience in community college counseling, including personal, career, and academic issues with a diverse student population.
• Demonstrated knowledge of state-mandated matriculation policies, procedures, and regulations.
• Experience in the use of computer technology as a teaching tool, a student tracking system, a communication network and with counseling and articulation activities.
• Proficiency in using the internet for accessing counseling information.
• Experience in teaching or leading groups related to personal development and success in college.
• Knowledge of and ability to integrate computer technology in the classroom and to use technology to offer instruction through distance delivery modes, as appropriate and if required.

**SUMMARY OF DUTIES AND RESPONSIBILITIES**
Provide individuals and group counseling for students with academic, career, and personal concerns. Conduct student orientation and advisement sessions and help students in developing and achieving individual Educational Plans. Assist students in defining personal and educational plans and goals. Create an environment for students that develops self-awareness and self-direction capabilities. Develop proficiency and maintain competency in the use of computer applications used in counseling, teaching and articulation-related activities. May instruct Applied Psychology courses and counseling-related workshops. Participate in general faculty functions related to the education process, in-service programs and professional development.
APPLICATION PROCEDURE
To be considered a candidate for this position, the following materials must be electronically uploaded at https://jobs.socccd.edu:
• A completed South Orange County Community College District online application including education, experience and references.
• A current résumé and/or Curriculum Vitae
• Three current letters of recommendation from individuals familiar with the applicant’s academic abilities. Letters must reference job opening ID.
• Academic transcripts of all college level work showing date degree awarded from an accredited institution (for consideration, degrees must be awarded at time of application, or applicant must complete Supplemental Application for Equivalency with online application. Unofficial transcripts are acceptable at this time. Successful candidate must provide official transcripts upon hire. Non-U.S. transcripts must include a certified U.S. evaluation with translation, (i.e. NACES agency: www.naces.org) at the time of application.)

Incomplete application packages will not be considered.

All submitted materials become the property of the South Orange County Community College District, and will not be returned or copied, and will be considered for this position only.

Applicant bears the sole responsibility for ensuring that the application package is complete when submitted. All travel arrangements will be at applicant’s expense. Application materials must be received by 5:00 P.M. on the day the position closes. Application materials (i.e. letters of recommendation) received after the closing deadline will not be accepted.

For an online application, information and instructions, visit the District Job Opportunities website at jobs.socccd.edu or call (949) 582-4850.

Inquiries should be addressed to:
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South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635

TRANSFER CENTER COORDINATOR/COUNSELOR

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Saddleback College opened its doors to students in 1968 and is one of the largest California community colleges with an annual student population of over 42,000. The college offers 127 programs leading to an associate degree or career education certificate. Located on a 200-acre hillside campus in Mission Viejo, Saddleback College is treasured by the community. The performing arts programs are celebrated in the community and the college is well known for its health sciences programs, 18 intercollegiate athletic teams, community education program and Emeritus Institute for older adults. On campus there are more than 50 campus clubs for students and a vibrant study-abroad program provides semester-long learning experiences in other countries. Please visit the college website at saddleback.edu.

Full-Time Tenure Track
Closing Date:
5:00 p.m., March 6, 2012

Job Opening ID # 4470/3927
Address Inquiries to:
Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635
949.582.4850

COMPENSATION AND FRINGE BENEFITS
Full-time faculty are paid on the Academic Salary Schedule (see Wages for salary placement criteria in Academic Employee Master Agreement located under Contracts on the District website). The District offers a comprehensive package of insurance benefits which includes medical and dental insurance, vision-care plan, life insurance and dependent life coverage, accidental death and dismemberment coverage, long-term disability plan, and legal plan. Federal law requires every new employee to present documentation showing eligibility to work in the U.S. SOCCCD does not sponsor employment Visas.

Board of Trustees
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An Equal Opportunity Employer
TRANSFER CENTER COORDINATOR/COUNSELOR (FULL-TIME, TENURE TRACK)

MINIMUM QUALIFICATIONS

The successful candidate must meet one or the following criteria:

• Master's degree or higher in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling from an accredited college or university; OR

• A combination of education and experience that is at least the equivalent of item 1 above (candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials); OR

• Valid California Community College Instructor Credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990).

(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)

EXPERIENCE REQUIRED

• Minimum of one (1) year full-time or two (2) years of part-time secondary or post-secondary experience in counseling, including personal, career, academic, and group counseling within a diverse student population.

• Demonstrated knowledge of Title V state-mandated Transfer Center guidelines and mandates.

• Evidence of sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

• Experience teaching courses in academic and career planning, study skills, and/or human and helping relationships. Teaching experience within a secondary or post-secondary setting.

DESIRABLE QUALIFICATIONS

Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

• A minimum of two (2) years full-time or four (4) years of part-time transfer counseling experience in community college counseling, including personal, career, and academic issues with a diverse student population.

• Experience in curriculum development, and in the creation of articulation and various transfer agreements (i.e., general education, course to course, major preparation agreements, and TAGs) with UC, CSU, independent, and out-of-state colleges and universities.

• Knowledge of ASSIST and other online (e.g. MAP) Transfer/Counseling and articulation resources.

• Experience in teaching or leading groups related to academic, career, and personal counseling.

• Experience in integrating the use of technology in the Transfer Center and transfer activities.

• Knowledge of developing Strategic Planning, AUO for the Transfer Center.

• Experience in the use of computer technology as a teaching tool, a student tracking system, and a communication network with transfer services and articulation activities.

• Proficiency in using the Internet for accessing Transfer/Counseling information.

• Knowledge of methods for evaluation of local transfer activities.

• Experience or training in preparing budget(s)—developing, implementation and resolution.

• Experience in conducting workshops, seminars, and support groups.

• Experience in developing state-mandated program plans and budgets.

SUMMARY OF DUTIES AND RESPONSIBILITIES

Oversee the daily operation of the Transfer Center. Represent the Transfer Center program on campus to management, other departments, committees, community, student groups, etc. and, meet regularly with other directors and transfer personnel in the region; encourage and participate in regional transfer activities. Provide leadership for the Transfer Center development, and work directly with the dean, faculty/counselors to plan for program reviews, modification, and innovative ideas. Develop staffing plan to meet short-term and long-term needs and goals, and assist in the development of job description for new positions. Develop, administer, and monitor the Transfer Center. Submit information in approved state-reporting format. Prepare and submit the annual Transfer Center report/plan and set operational policies for implementation. Prepare, submit, and manage annual Transfer Center budget and required state and institution fiscal and accounting reports. Work with senior administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships. Chair the Transfer Committee. Assume lead responsibility for activities related to identifying potential transfer students. In addition to the daily operational responsibilities, the Transfer Center Coordinator is the primary contact with programs such as CSULB STEM, UCLA TAP Certification and Honors Program, UC TAG, and CSU AAT/JST; and serves as the UC DATA Sharing/Success contact, SCHD College Fair contact, and Transfer Day contact. Furthermore, the Transfer Center Coordinator encourages and participates in campus efforts to identify and remove barriers to underrepresented student retention and transfer. Assist students in defining personal, educational, and career plans and goals. Create an environment for students that develops self-direction capabilities. Maintain competency in the use of computer applications used in transfer/counseling and articulation-related activities. May instruct Applied Psychology courses and transfer-related workshops. Participate in general faculty functions related to the educational program such as in-service programs and professional development. Apply ongoing academic monitoring, planning, and intervention techniques as they pertain to students' goals. Perform other duties as contractually required.

ADDITIONAL INFORMATION

This position is a 195-day contract with possible additional paid duty days during the summer.
SADDLEBACK COLLEGE
TRANSFER CENTER COORDINATOR/COUNSELOR
Full-Time Tenure Track

JOB OPENING ID #4470/3927

OPENING DATE: DECEMBER 15, 2011
CLOSING DATE: MARCH 6, 2012

MINIMUM QUALIFICATIONS
The successful candidate must meet one of the following criteria:

- Master’s degree or higher in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling from an accredited college or university; OR

- A combination of education and experience that is at least the equivalent of item 1 above (candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials); OR

- Valid California Community College Instructor Credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990).

(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)

EXPERIENCE REQUIRED

- Minimum of one (1) year full-time or two (2) years of part-time secondary or post-secondary experience in counseling, including personal, career, academic, and group counseling within a diverse student population.
- Demonstrated knowledge of Title V state-mandated Transfer Center guidelines and mandates.
- Evidence of sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Experience teaching courses in academic and career planning, study skills, and/or human and helping relationships. Teaching experience within a secondary or post-secondary setting.

DESIRABLE QUALIFICATIONS
Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

- A minimum of two (2) years full-time or four (4) years of part-time transfer counseling experience in community college counseling, including personal, career, and academic issues with a diverse student population.
- Experience in curriculum development, and in the creation of articulation and various transfer agreements (i.e., general education, course-to-course, major preparation
agreements, and TAGs) with UC, CSU, independent, and out-of-state colleges and universities.

- Knowledge of ASSIST and other online (e.g., MAP) Transfer/Counseling and articulation resources.
- Experience in teaching or leading groups related to academic, career, and personal counseling.
- Experience in integrating the use of technology in the Transfer Center and transfer activities.
- Knowledge of developing Strategic Planning, AUO for the Transfer Center.
- Experience in the use of computer technology as a teaching tool, a student tracking system, and a communication network with transfer services and articulation activities.
- Proficiency in using the Internet for accessing Transfer/Counseling information.
- Knowledge of methods for evaluation of local transfer activities.
- Experience or training in preparing budget(s)--developing, implementation and resolution.
- Experience in conducting workshops, seminars, and support groups.
- Experience in developing state-mandated program plans and budgets.

**SUMMARY OF DUTIES AND RESPONSIBILITIES**

Oversee the daily operation of the Transfer Center. Represent the Transfer Center program on campus to management, other departments, committees, community, student groups, etc. and, meet regularly with other directors and transfer personnel in the region; encourage and participate in regional transfer activities. Provide leadership for the Transfer Center development, and work directly with the dean, faculty/counselors to plan for program reviews, modification, and innovative ideas. Develop staffing plan to meet short-term and long-term needs and goals, and assist in the development of job description for new positions. Develop, administer, and monitor the Transfer Center. Submit information in approved state-reporting format. Prepare and submit the annual Transfer Center report/plan and set operational policies for implementation. Prepare, submit, and manage annual Transfer Center budget and required state and institution fiscal and accounting reports. Work with senior administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships. Chair the Transfer Committee. Assume lead responsibility for activities related to identifying potential transfer students. In addition to the daily operational responsibilities, the Transfer Center Coordinator is the primary contact with programs such as CSULB STEM, UCLA TAP Certification and Honors Program, UC TAG, and CSU AAT/AST; and serves as the UC DATA Sharing/Success contact, SCHEC College Fair contact, and Transfer Day contact. Furthermore, the Transfer Center Coordinator encourages and participates in campus efforts to identify and remove barriers to underrepresented student retention and transfer. Assist students in defining personal, educational, and career plans and goals. Create an environment for students that develops self-direction capabilities. Maintain competency in the use of computer applications used in transfer/counseling and articulation-related activities. May instruct Applied Psychology courses and transfer-related workshops.
Participate in general faculty functions related to the educational program such as in-service programs and professional development. Apply on-going academic monitoring, planning, and intervention techniques as they pertain to students’ goals. Perform other duties as contractually required.

ADDITIONAL INFORMATION
This position is a 195-day contract with possible additional paid duty days during the Summer.