
Auburn University Job Description

Job Title: **Asst Dir, EAGLES Student Svcs**

Job Family: No Family

Job Code: **CA46**

Grade 35: \$51,900 - \$86,400

FLSA status: Exempt

Job Summary

Reporting to the Director of EAGLES, the Assistant Director of EAGLES Student Services assists in the day-to-day operations to carry out the mission and vision of the Education to Accomplish Growth in Life Experiences for Success (EAGLES) program.

Essential Functions

1. Responsible for the design, revision, and implementation of EAGLES course curricula, Warm Hearted Individuals Nurturing Great Success (WINGS) peer mentor program, and Summer Bridge Camp program. Coordinates all courses and master schedule across all domains of the EAGLES program and coordinates staff members to teach courses each semester, while also teaching select courses each semester.
2. Responsible for the WINGS peer mentor programs. Supervises daily operations, planning, design, development, and implementation of academic course support along with associated outreach initiatives, campus partnership efforts with the assistance of direct reports. Directs and supervises the recruitment, selection, training, ongoing support, and recognition of peer mentors. Ensures proper program-level file storage and security to support FERPA-maintained level of student data.
3. Performs administrative duties for programs and projects of student programs and offers feedback, perspective, and ideas to support the planning and direction of assigned EAGLES initiatives, and campus partnerships on behalf of the director. Recommends adjustments and implements to promote student learning, satisfaction, and engagement across EAGLES students and WINGS. Identifies pathways to solve program and office-level dilemmas related to students.
4. Assists in the development and implementation of strategic plans and operational issues for the EAGLES program.
5. Develops and maintains database and/or website related to a specific activity, project or service for record keeping and program enhancements, and assists in the planning and implementation of EAGLES Program events.
6. Oversees the planning, development, and execution of incoming EAGLES Preparation Modules and orientation programs activities for first year students and their families.
7. Plans and implements the day-to-day activities for students and addresses students' needs as they arise, helps students problem-solve when conflict arises or emergencies occur.
8. Oversees the academic supports of all students in the EAGLES program and ensures implementation of accommodations and/or modifications
9. Assists in the development of marketing plans and publicity materials for distribution to target audience.
10. Collaborates with faculty and staff to ensure accommodations and program modifications are in place for full inclusion of the EAGLES students.

Supervisory Responsibility

Full supervisory responsibility for other employees is a major responsibility and includes training, evaluating, and making or recommending pay, promotion or other employment decisions.

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The above essential functions are representative of major duties of positions in this job classification. Specific duties and responsibilities may vary based upon departmental needs. Other duties may be assigned similar to the above consistent with the knowledge, skills and abilities required for the job. Not all of the duties may be assigned to a position.



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Minimum Required Education and Experience

	<u>Minimum</u>	<u>Focus of Education/Experience</u>
Education	Master's Degree	Degree in Special Education, Psychology, Counseling or relevant field.
Experience (yrs.)	5	Experience in teaching students with intellectual disabilities and developing programs for students with intellectual disabilities. At least 1 year of experience in progressive experience in supervising, mentoring, and/or leading.

Substitutions allowed for Education:

Indicated education is required; no substitutions allowed.

Substitutions allowed for Experience:

Indicated experience is required; no substitutions allowed.

Minimum Required Knowledge

Knowledge in special education policies, laws, and current research trends in the field of transition and inclusive higher education programs. Knowledge of leading staff to successful implementation of teaching and developing a transition program for students with intellectual disabilities. Knowledge in evidence-based instructional strategies, successful parent involvement strategies, planning community based instructional lessons (e.g., situational instruction, like laundry, grocery shopping, tiger transit, restaurant etiquette etc.), person-centered planning, record keeping, developing strategies to collaborate with and coordinate peer mentors, effective collaboration strategies, providing accommodations and supports for students with intellectual disabilities, lesson planning, developing task-analyses, and professional writing. Excellent written and interpersonal communication skills. A proven ability to facilitate system change with advanced understanding of special education and intellectual disabilities. Leadership skills with the ability to work collaboratively and as part of a team within the state, local, and university settings. Capable of managing multiple projects with quality outcomes.

Certification or Licensure Requirements

Class A teaching certificate in Collaborative Teacher Special Education and a leadership certification in administration required.

Physical Requirements/ADA

Occasional and/or light lifting required. Limited exposure to elements such as heat, cold, noise, dust, dirt, chemicals, etc., but none to the point of being disagreeable. May involve minor safety hazards where likely result would be cuts, bruises, etc.

Externally imposed deadlines; set and revised beyond one's control; interruptions influence priorities; difficult to anticipate nature or volume of work with certainty beyond a few days; meeting of deadlines and coordination of unrelated activities are key to position; may involve conflict-resolution or similar interactions involving emotional issues or stress on a regular basis.

Job frequently requires standing, walking, talking, hearing, .

Job occasionally requires sitting, reaching, handling objects with hands, and lifting up to 25 pounds.

Vision requirements: Ability to see information in print and/or electronically.

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Date: 11/10/2021

