

STUDENT ACADEMIC PROGRAM COORDINATOR GUIDELINES - Instructions
Effective 10/1/06

Student Academic Program Coord	Functions-Duties	Supervisor
<p>Defines the four levels (responsibility and knowledge) of Student Academic Program Coordinators; _Assistant III-IV, SAO I-II.</p>	<p>Identifies the functional responsibilities and associated levels of complexity. When submitting position descriptions for classification review, insert the level identifier (for example, B 1-27, C 1-16, etc.) by the relevant description of job duties, within section 8 of the position description document.</p>	<p>Defines the supervisor criteria.</p>

Instructions: 1) Select the position description template that more closely reflects the work assigned; 2) Modify the position description (p.d.) by adding/deleting/changing as necessary to accurately reflect all responsibilities assigned; 3) Complete the guideline worksheet by circling the corresponding complexity level i.d. (b 1-27, C 1-16); 4) Prepare a cover letter outlining changes from the old p.d. to the new p.d.

STUDENT ACADEMIC PROGRAM COORDINATOR GUIDELINES - Description of Classification Levels
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Positions classified using these guidelines **MUST** be involved in student services activities a minimum of 50% time.

NOTE: Student Services Units may still have positions at the "___" Assistant I or II level; however, these types of positions would function in a support capacity to the primary Student Services Coordinator positions.

LEVEL	PAYROLL TITLE	LEVEL OF RESPONSIBILITY	KNOWLEDGE
1	#4722 ___Assistant III <i>[Performs majority of the duties outlined in standard advising components and less than 50% duties outlined in second level of complexity]</i> #4726 _____Assistant III - Sup	Basic advising of an undergraduate and/or graduate program. Evaluates using originality or ingenuity. Independently performs assigned tasks. <i>Full supervisory responsibility for career staff.</i>	Knows and applies fundamental academic programs, practices, and procedures of department/program(s).
2	#4725 ___Assistant IV <i>[Performs at least 50% of duties outlined in second level of complexity; 13 of 27 components]</i>	Graduate and/or Undergraduate Program coordination and administration. Performs work that is varied and that may be complex in character. Evaluates using originality or ingenuity.	Knows and applies policies and procedures related to academic program(s).
3	#4354 Student Affairs Officer I <i>[Performs at least 75% of the duties in second level of complexity, 20 of 27 components AND 25% of the duties in the third level of complexity, 4 of 16 components]</i> #4348 Student Affairs Officer I - Sup	Coordination and management of program. Assignments are broad in nature, requiring originality and ingenuity. Has appreciable latitude for unreviewed action or decision. Works with minimum supervision, conferring with superior on unusual matters. <i>Full supervisory responsibility for career staff.</i>	Possesses and applies a broad knowledge of academic programs to the completion of difficult assignments. Skills and knowledge to determine and design program delivery.
4	#4353 Student Affairs Officer II <i>[Performs at least 50% of the duties outlined in third level of complexity, 8 of 16 components]</i> #4358 Student Affairs Officer II - Sup	Coordination and management of complex programs. Autonomous w/added complexity. <i>Full supervisory responsibility for career staff.</i>	Possesses and independently applies comprehensive knowledge of academic programs and services to resolve complex problems or assignments. Skills and knowledge to determine and design program delivery.

STUDENT ACADEMIC PROGRAM COORDINATOR GUIDELINES - Duties

Effective 10/1/06

	LEVELS OF COMPLEXITY					
	<u>1st level I.D.</u>	<u>Standard Advising Position Components</u>	<u>2nd level I.D.</u>	<u>Second level of complexity</u>	<u>3rd level I.D.</u>	<u>Third level of complexity</u>
Accreditation	A-1	Accreditation (As directed)	B-1	Accreditation (Coordination)	C-1	Accreditation (Analytical Writing) - Professional for Certification
Admissions	A-2	Administrative support as directed	B-2	Admissions - undergraduate and/or graduate with committee	C-2	Admissions decisions - undergraduate and transfer
Advising 4 Year Students	A-3	Advising - Initial contact but may refer to staff/faculty advisors if appropriate	B-3 under grad B-4 grad	Advising - Primary Contact for program advising/issues for students and faculty	C-3 under grad C-4 grad	Advising/counseling/retention: <i>(one or more, counts as only one)</i> √ Personal and academic issues impacting student's performance, time to degree, post graduate options √ Directing students to non-classroom educational experiences that compliment/supplement classroom work √ Individual application of policy and procedure to difficult situations
Advising Transfer Students	A-4	Advising - Initial contact but may refer to staff/faculty advisors if appropriate	B-5 trans student B-6	Advising - Primary Contact for program advising/issues for students and faculty Assessing Jr College Transfer Credits	C-5	Advising/counseling/retention: <i>(one or more, counts as only one)</i> √ Personal and academic issues impacting student's performance, time to degree, post graduate options √ Directing students to non-classroom educational experiences that compliment/supplement classroom work √ Individual application of policy and procedure to difficult situations
Articulation coordination w/UCD requirements	A-5	Articulation of In-State Jr College courses	B-7	Articulation of Out-of-State Jr College courses and non-UC 4-year educational institutions	C-6	Articulation of Out-of-State 4-year educational institutions or international institutions
Financial	A-6	DaFIS document entry			C-7	Block Grant/Funds Management: <i>(one or more, counts as only one)</i> √ DaFIS Budget Management √ Fellowship Management √ Financial Aid Options for Graduate Students √ Graduate Student Work Study √ Grant Management √ Grant Writing √ Training Grant Management
Course Evaluation	A-7	Course Evaluation (Compiling, submitting and revising)	B-8	Course Evaluation/TA Performance review development (Coordination)		
			B-9	TA Orientation/Training		
Course Planning	A-8	Course Planning/Scheduling (As directed/entering)	B-10	Course Planning/Scheduling (As part of a committee)	C-8	Course Planning (Autonomous)

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	LEVELS OF COMPLEXITY					
	<u>1st level I.D.</u>	<u>Standard Advising Position Components</u>	<u>2nd level I.D.</u>	<u>Second level of complexity</u>	<u>3rd level I.D.</u>	<u>Third level of complexity</u>
Course Proposal	A-9	Course Proposal Management - data entry	B-11	Course Proposal Management - On-line Course Approval System		
Curriculum Policy	A-10	Curriculum Policy (As directed by Committee)	B-12	Curriculum Policy (Committee participant in decision-making)	C-9	Curriculum Policy (Writing/Editing)
Database	A-11	Data Entry - DESII/BANNER	B-13	Database development		
Event Planning	A-12	Events Planning Assistance (i.e., Fall Welcome, Preview Day, Welcome Week, Commencement, etc.)	B-14	Events Planning Coordination (i.e., Fall Welcome, Preview Day, Welcome Week, Commencement,	C-10	Event Planning Development
Exchange Programs			B-15	Exchange Program Administration and Admissions	C-11	Exchange Program Management including development of international course articulation agreements (Analytical Writing of terms/guidelines)
Major Degree Certification					C-12	Major Degree Certification
Course Enrollment			B-16	Management of class enrollment		
Outreach	A-13	Outreach (Assisting with development & marketing)	B-17	Outreach Coordination (development and marketing)		
Payroll/Personnel			B-18	Payroll and Personnel (GSR/TA/Reader Appointments)		
Peer Advisor Training			B-19	Peer Advising Training		
Petitions	A-14	Petitions/Forms - PTA, Incompletes, Grade Changes, etc - presenting as submitted	B-20	Petitions - PELP, Exception to curriculum, etc. (administration and/or writing to fit the model)		
Program Review	A-15	Program Review (Data compilation)	B-21	Program Review Coordination (TPPRC, Graduate Program, etc.)	C-13	Program Review (analytical writing)
Recruitment	A-16	Recruitment Coordination Assistance	B-22	Recruitment Coordination (as part of a Committee)		
			B-23	Recruitment Targets (as part of a Committee)	C-14	Recruitment/Targets Coordination (Semi-Autonomous)
Student Handbook/Catalog	A-17	Editing catalog	B-24	Student (Graduate or Undergrad) Handbook/Catalog Editing & Design	C-15	Student (Graduate or Undergrad) Handbook Writing & Design
Summer Advising			B-25	Summer Advising/Scheduling		
TA Assignments			B-26	TA Assignments (As part of Committee)	C-16	TA Assignments/Contracts (Autonomous)
Web	A-18	Web data entry	B-27	Web content coordinator		

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**ADDITIONAL
 CONSIDERATIONS**

Suggested Program Sizes:

# of Degrees Offered # of Graduate Programs # of Undergraduate Programs # of Majors Offered # of Students in Program(s) # of Tracks or Areas of Emphases within Major Size of Major (# of faculty in Program or Graduate Group) Cross-College Programs	<p align="center"><u>Undergraduate Program:</u></p> Small = up to 100 undergraduate students Medium = 101 to 300 undergraduate students Large = 301- 700 undergraduate students X-Large = over 701 undergraduate students	<p align="center"><u>Graduate Program:</u></p> Small = up to 30 graduate students Medium = 31 to 100 graduate students Large = 101-150 graduate students X-Large = over 151 graduate students
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SUPERVISOR CRITERIA

Specified titles are used for positions which meet the criteria for supervision described below:

A. Incumbent supervises more than one subordinate.

B. Incumbents must exercise at least three of the following six supervisory functions. Each supervisory function is described in alternative terms. The incumbent must meet either alternative "a" or alternative "b", or both.

1. Hiring Authority

a. The incumbent actually selects who will be hired; OR

b. The incumbent:

i. Participates in the interview process; and

ii. Recommends to a higher-level manager who should be hired; and

iii. The higher-level manager customarily gives substantial weight to the incumbent's recommendation.

2. Performance Evaluation Authority

a. The incumbent independently determines the formal performance evaluation to be given to his or her subordinates and communicates those evaluations to his or her subordinates; OR

b. The incumbent:

i. Exercising independent judgment, initially decides what formal performance evaluations should be given to or recommend for his or her subordinates; and

ii. Submits his or her recommended performance evaluations to a higher-level manager for review or approval; and

iii. The higher-level manager customarily approves the incumbent's recommended evaluations; and

iv. The incumbent formally communicates the performance evaluations to his or her subordinates.

3. Work Assignment Authority

a. The incumbent exercises independent judgment in determining what work is to be done and the subordinate to whom it will be assigned; or

b. The incumbent is assigned and/or given the work to be done by a high-level manager or faculty member and, as an exercise of independent judgment, determines the distribution of that work to his or her subordinates.

4. Merit Increase, Promotion and Reclassification Authority

a. The incumbent independently decides (but within normal budgetary and policy restraints): the amount of his or her subordinates' merit increases; who will be selected for a promotional opportunity; and which positions are to be recommended to the Personnel Manager for reclassification; OR

b. The incumbent:

i. Independently decides: the amount of merit increases his or her subordinates should receive or should be recommended for; who should be selected for a promotional opportunity; and which positions should be recommended to the Personnel Manager for reclassification; and

ii. Recommends the same to a higher-level manager; and

iii. The higher-level manager customarily given substantial weight to the incumbent's recommendations.

5. Discipline and Discharge Authority

a. The incumbent has the independent authority to issue written reprimands and warnings, to suspend and to discharge employees; OR

b. The incumbent:

i. Exercising independent judgment, determines what discipline should be imposed on his or her subordinates (e.g., written reprimand or warning, suspension, discharge, etc.); and

ii. Submits and/or recommends the same to a higher-level manager and or/to the Personnel or Labor Relations Office for review or approval; and

iii. The higher-level manager customarily gives substantial weight to and/or approves the incumbent's recommendation.

6. Complaint and Grievance Resolution Authority

1. The incumbent has the independent authority to resolve complaints and grievances lodged by his or her subordinates; OR

2. The incumbent:

i. Exercising independent judgment, initially formulates a resolution of the complaint or grievance lodged by his or her subordinates; and

ii. Submits the proposed resolution to a higher-level manager and/or to the Personnel or Labor Relations Office for review and approval; and

iii. The higher-level manager customarily approves the incumbent's proposed resolution.