AUBURN
Human Resources

Instruction Coord III, EAGLES

Job Description

JOB INFORMATION

Job Code	CA39C
Job Description Title	Instruction Coord III, EAGLES
Pay Grade	SR10
Range Minimum	$53,620
33rd %	$66,130
Range Midpoint	$72,380
67th %	$78,640
Range Maximum	$91,150
Exemption Status	Exempt
Approved Date:	1/30/2024 2:14:32 PM

JOB FAMILY AND FUNCTION

Job Family:	Student Resources
Job Function:	Accessibility

JOB SUMMARY

Reporting to the Director of the Eagles program, the EAGLES Instruction Coordinator coordinates, implements, and evaluates student-focused instruction and services for the Education to Accomplish Growth in Life Experiences for Success (EAGLES) program. The EAGLES Instruction Coordinator will be responsible for instructing, advising, and supporting students with intellectual disabilities. Coordinates and implements the Warm Hearted Individuals Nurturing Great Success (WINGS) peer mentor program to support the EAGLES students while enrolled at Auburn University. Coordinates an assigned domain for the EAGLES program.

This position will work under minimal supervision, performs complex assignments and fulfills broad responsibilities where required outcomes are defined, but methods and procedures may vary based on professional judgment or precedent. Considerable latitude for unreviewed action. Confers with supervisor on unusual matters. Coordinates the work of others on projects and may assign work to and assist less experienced professionals or support staff. May act in an advisory capacity to others on staff.

RESPONSIBILITIES

- Develops and implements innovative instructional coursework with accompanying content and evaluating materials for EAGLES students.
- Coordinates, plans, and attends the daily activities for the EAGLES student and peer mentors. The EAGLES Instruction Coordinator will give guidance to the peer mentors to instruct the EAGLES students across all domains of their life while enrolled at Auburn University.
- Develops and conducts in-service trainings for WINGS peer mentors, campus partners and community partners, which includes program design, delivery, and coordination.
- Advises and meets with EAGLES students to define needs using person-centered planning techniques, progress monitoring, and data-collection techniques to inform decision making.
- Collaborates with Auburn faculty and staff for EAGLES program activities to ensure accommodations and program modifications are in place for full inclusion of the EAGLES students including developing and implementing MOUs.
- Assists in the development of marketing plans and publicity materials for distribution to target audience.
- Develops and maintains the database and/or website related to a specific activity, project, or service for record keeping and program enhancement.
- Assists or coordinates in the planning and implementation for EAGLES Program events across all domains (Preview Day, Expanding EAGLES Events, Interview Experience, Camp War Eagle and EAGLES Orientation, Networking events, Family Weekend Events, EAGLES program tailgate, etc. and also assist with all events for the EAGLES students).
- Coordinates and supervises assigned student workers and graduate assistants to fulfill programmatic and student needs.

RESPONSIBILITIES

- Oversees a cohort of students and their day-to-day plans and coordinates and implements one of the assigned program domains and program structure (Academics, Employment- Basic or Advanced, Independent Living, Health and Wellness, and Personal and Social Skills.)

The responsibilities listed above show the typical duties for jobs in this classification. Actual tasks may differ depending on the department's needs. Other similar duties may be assigned with discretion of the supervisor. Not every duty will apply to every position, and the amount of time spent on each task can change based on department needs.

SUPERVISORY RESPONSIBILITIES

Supervisory Responsibility	May supervise employees but supervision is not the main focus of the job.

MINIMUM QUALIFICATIONS

To be eligible, an individual must meet all minimum requirements which are representative of the knowledge, skills, and abilities typically expected to be successful in the role. For education and experience, minimum requirements are listed on the top row below. If substitutions are available, they will be listed on subsequent rows and may only to be utilized when the candidate does not meet the minimum requirements.

MINIMUM EDUCATION & EXPERIENCE

Education Level	Focus of Education		Years of Experience	Focus of Experience	
Master's Degree	Degree in Collaborative Special Education, Psychology, Counseling or relevant field	and	6 years of	Experience in teaching students with intellectual disabilities and developing programs for students with intellectual disabilities. Experience must include at least 2 years at the preceding level or equivalent at an institution of higher education in an inclusive post-secondary program.	Or
PhD	Degree in Collaborative Special Education, Psychology, Counseling or relevant field		4 years of	Experience in teaching students with intellectual disabilities and developing programs for students with intellectual disabilities. Experience must include at least 2 years at the preceding level or equivalent at an institution of higher education in an inclusive post-secondary program.	

MINIMUM KNOWLEDGE, SKILLS, & ABILITIES

Knowledge of teaching and developing a transition program for students with intellectual disabilities.	
Knowledge in special education policies, laws, and current research trends in the field of transition and inclusive higher education programs.	
Knowledge in evidence based instructional strategies, successful parent involvement strategies, knowledge in planning community-based instructional lessons (e.g., situational instruction, like laundry, grocery shopping, tiger transit, restaurant etiquette etc.), knowledge in person centered planning, knowledge in record keeping, knowledge in developing strategies to collaborate with and coordinate peer mentors, knowledge in effective collaboration strategies, knowledge in providing accommodations and supports for students with intellectual disabilities, knowledge in lesson planning, knowledge in developing task-analyses, knowledge in professional writing.	

MINIMUM LICENSES & CERTIFICATIONS

Licenses/Certifications	Licenses/Certification Details	Time Frame	Required/ Desired	
	Certification from an accredited institution in	Upon Hire	Required	

MINIMUM LICENSES & CERTIFICATIONS

Licenses/Certifications	Licenses/Certification Details	Time Frame	Required/ Desired	
	Special Education, Rehabilitation Counseling, or in a related field			

PHYSICAL DEMANDS & WORKING CONDITIONS

Physical Demands Category:	Other

PHYSICAL DEMANDS

Physical Demand	Never	Rarely	Occasionally	Frequently	Constantly	Weight
Standing				X		
Walking				X		
Sitting			X			
Lifting	X					
Climbing		X				
Stooping/ Kneeling/ Crouching		X				
Reaching			X			
Talking					X	
Hearing					X	
Repetitive Motions			X			
Eye/Hand/Foot Coordination			X			

WORKING ENVIRONMENT

Working Condition	Never	Rarely	Occasionally	Frequently	Constantly
Extreme cold			X		
Extreme heat			X		
Humidity			X		
Wet			X		
Noise			X		
Hazards			X		
Temperature Change			X		
Atmospheric Conditions			X		
Vibration			X		

Vision Requirements:

Ability to see information in print and/or electronically.