



Job Description

JOB TITLE: Counselor, Extended Opportunity Programs and Services (EOPS)

LAST REVISED: FEBRUARY 2021

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

OVERVIEW

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff and students and values the rich diverse backgrounds that make up the campus community. The EOPS Counselor must demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds. This includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities and other groups to ensure the district provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all.

Under the general direction of an educational administrator, the EOPS Counselor provides counseling to a diverse student population regarding personal, educational, career development/vocational choice, psychological testing, and other matters, utilizing various assessment techniques; provides orientation and outreach efforts and crisis intervention and emergency counseling; functions as liaison between students and District faculty members, county offices, secondary schools, other post-secondary educational institutions, and the community; and performs other related work, as required.

EXAMPLES OF FUNCTIONS AND TASKS

Academic Advising/Educational Planning: Assist students with the process of course selection and other educational processes/experiences; provide information regarding District degree/certification requirements; provide direction regarding selection of educational major(s); provide information regarding transfer requirements to other post-secondary educational institutions; develop Student Educational Plans (SEPs) with individual students, updating as necessary; evaluate student progress toward established goals; and refer students to other District and/or external support services for assistance, as appropriate to meet student needs.

Career/Vocational Counseling and Development: Assist students to clarify life and career goals; provide assistance to students to develop greater self-knowledge and self-awareness to enhance self-esteem; provide "world of work" vocational information to students; obtain current labor market information for students; maintain information regarding occupational trends; utilize a variety of occupational resources and systems to serve student needs; administer and interpret various career assessment tools to students; and provide students with job-seeking skills and strategies, as appropriate.

Personal Counseling: Provide personal and culturally-inclusive counseling to students, as appropriate, regarding assistance with interpersonal relationship issues and problems, development of interpersonal communications skills, clarification of values and goals, psychological and/or behavioral difficulties, development of decision-making skills, chemical dependency problems, gender/sexuality issues and concerns, health problems and concerns, and/or other problems and concerns; provide referrals to students to external community mental health and/or professional counseling and/or other assistance



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agencies, as appropriate to meet student needs; provide crisis intervention and/or emergency counseling for students experiencing serious problems, as necessary to meet student needs.

Assessment and Interpretation: Provide counseling to students to assure that assessment/matriculation regulations and guidelines are followed; administer to students and interpret various career assessment instruments; provide advisement to students based upon results of basic skills assessment.

Instruction: Instruct Personal Development courses, including developing and providing culturally responsive curriculum for student enhancement, maintaining current occupational information and professional resources, reviewing current texts for accessibility and equity-mindedness, presenting lectures and lessons, maintaining records of student grades and attendance, and participating in conferences and professional workshops, as authorized. Acknowledge the diversity of the student population by incorporating culturally responsive pedagogy and equity-minded teaching practices. Review and evaluate curriculum and student success data in courses taught to meet diverse student interests and needs.

Outreach/ Liaison: Participate in visits to local area high schools to provide outreach information and recruit EOPS eligible students; function as liaison between the District and local area high schools, and other post-secondary educational institutions regarding EOPS and Counseling Center programs and services.

Attend community events as District representative, as authorized; and provide bi-lingual translation assistance to students and prospective students regarding information on the EOPS Program, District and/or Counseling Center programs and services, as assigned and authorized.

Program Development: Assist the Program Director in program development. Plan, organize, schedule and attend special events for EOPS students, including workshops, field trips to universities, and cultural activities. Attend on and off-campus meetings and workshops regarding EOPS regulations and implementation. Perform other duties as assigned.

Student Advocacy/ Development: Facilitate support groups for students, as feasible and appropriate; provide workshops for students on topics of interest, as appropriate; refer students to District and/or external resources and support services, as appropriate to meet student needs; participate in new student orientation; and participate as a member of student governmental and/or District shared governance and/or other committees with regard to student affairs, as feasible and appropriate.

District Programs: Participate as a member of District shared governance and/or other committees regarding District affairs, as feasible and appropriate; function as liaison between the Counseling Center and other District organizational units and/or individual faculty or other staff member(s), as necessary; participate in District institutional planning, as requested.

Specialized Programs: Participate in program development for specific student and/or prospective student populations, as requested; coordinate activities of specialized programs, as requested; evaluate activities of specialized programs, as applicable.

MINIMUM QUALIFICATIONS

Degree Requirements: Incumbent must possess a Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, education counseling, social work, or career development, OR the equivalent, OR a license as a Marriage, Family, and Child Counselor as specified pursuant to those California Government Code sections referred to as the



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California Education Code, Title 5, Section 53410.1, OR a valid California Community College Counselor Credential

AND EOPS counselors hired after October 24, 1987, shall: (1) have completed a minimum of nine-semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

OR (2) Have completed six-semester units or the equivalent of a college level counseling practicum or counseling field work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages.

AND In addition to the above, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

Desirable Qualification:

Knowledge of:

- Equity-minded general counseling theories and practices, working with special populations.
- EOPS grant program guidelines.
- Community resources.
- Inclusive and equitable teaching practices, methods, and techniques.
- Culturally responsive pedagogy/andragogy.
- Methods to successfully support individuals with varying backgrounds, which includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities and other groups, computer operation.

Ability to:

- Communicate effectively with and maintain effective and cooperative working relationships with students, staff, and managers.
- Provide diverse counseling services to a diverse student population in areas of academic, career, and personal counseling.
- Work independently, identify and solve problems.
- Communicate effectively orally and in writing.
- Practice active and empathic listening.
- Develop culturally responsive curriculum and instruct assigned classes.
- Supervise student and/or other temporary help and/or classified employees.
- Function well under pressure from deadlines, timetables, etc.
- Maintain empathy and a sincere desire to help others.
- Maintain flexibility with regard to responding to situations requiring tact, discretion, sensitivity, and creativity with respect to providing services to students on an individual basis.
- Process large amounts of information and disseminate information accurately and clearly.
- Utilize a variety of computer software.
- Apply an equity-minded framework and ensure programs, services and processes are designed and delivered to meet the varying needs of all constituents.
- Interact and work effectively with a diverse population utilizing exceptional interpersonal and intercultural skills.
- Exercise sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college



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students, faculty, and staff; and develop activities and assignments to address diverse learning styles.

Physical Suitability Requirements:

Incumbent must be able to function indoors in a classroom/laboratory environment engaged in work of primarily a moderately active nature, and to accomplish the following, with or without reasonable accommodation: Utilize vision to read written materials and computer screens; utilize hearing and speech to communicate in person, before groups, over the telephone, to hear sound prompts from equipment, to deliver lectures and respond to student questions, and to listen to student presentations; utilize manual and finger dexterity to write and to operate computers and audio/visual and other equipment; lift (from overhead, waist, and floor levels, max. 50 lbs.) and carry (max. 50 lbs.) to move equipment and materials to and from classrooms/laboratories and in and out of storage areas; reach (from low, level, and overhead) to connect computer and audio/visual equipment and turn television monitors on and off; twist and turn head and trunk to deliver lectures and assist students with laboratory activities.

Faculty Salary Schedule, subject to placement at date of hire.

FLSA exempt.

SCFA bargaining unit status.