

**Utah Valley University
Job Summary**

Position #: A99189

Title: CTE Program Coordinator

Pay Grade: 17

Position Summary: Describe below the primary purpose and function of this position.

Under the supervision of the Career and Technical Education (CTE) Director, the CTE Program Coordinator position is responsible for facilitating collaboration and coordination necessary for CTE programs of study which lead to an industry-recognized credential, certificate, or degree at the postsecondary level. This includes coordination between secondary and postsecondary programs and incorporating multiple entry and exit points. This position should ensure equal access and make sure that the programs of study align to labor market needs.

CTE Data and Reporting:

This position will collect and analyze data regarding CTE programs of study, student enrollment and completions in the one-year certificate and two-year degree programs. Workforce data will be collected and used to determine CTE programs of study and workforce needs.

Alignment with CTE Programs of Study

Develop strategies for programs of study, which includes collaboration and coordination with Concurrent Enrollment, Articulation Programs office, and CTE academic programs to help students enter or advance within a specific career pathway or career cluster. Create and market CTE credentials with entry/exit points and stackability that meet labor market needs.

Work-based Learning Strategy

Partner with the CTE programs of study to increase work-based learning opportunities in their programs. Create opportunities at the Freshman and Sophomore level and coordinate with the internship office to market this to students, and especially focus on those students in the special populations. This position will share industry contact information with the internship office to increase internship opportunities and oversee the Faculty in Industry/Business (FIB) externships.

CTE Marketing and Communication Strategy

Collaborate with Concurrent Enrollment and Articulation Programs to develop programs of study marketing plan which includes career pathway informational copy, educational brochures, newsletters, flyers, and help maintain the university pathways website. To increase equal access to these materials and web site should incorporate Spanish translations.

Workforce Grant Initiative and Meeting Support

Supports all grant initiatives, in compliance with federal rules and regulations as required. Attends career pathway meetings, retreats, committees, conferences and activities, and any other duties as assigned.

Key Roles & Responsibilities: List up to 6 key roles and responsibilities of this position. Include the percent of time for each. *Must total 100%, nothing smaller than 10%, or greater than 40%*

% Time

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| <p>Data and Reporting: This position will collect and analyze data regarding CTE programs of study, student enrollment and completions in the one-year certificate and two-year degree programs. Workforce data will be collected and used to determine CTE programs of study and workforce needs.</p> | 15% |
| <p>Alignment with CTE Programs of Study Develop strategies for programs of study, which includes collaboration and coordination with Concurrent Enrollment, Articulation Programs office, and CTE academic programs to help students enter or advance within a specific career pathway or career cluster. Create and market CTE credentials with entry/exit points and stackability that meet labor market needs.</p> | 35% |
| <p>Work-based Learning Strategy Partner with the CTE programs of study to increase work-based learning opportunities in their programs. Create opportunities at the Freshman and Sophomore level and coordinate with the internship office to market this to students, and especially focus on those students in the special populations. This position will share industry contact information with the internship office to increase internship opportunities and oversee the Faculty in Industry/Business (FIB) externships.</p> | 15% |
| <p>Marketing and Communication Strategy Collaborate with Concurrent Enrollment and Articulation Programs to develop programs of study marketing plan which includes career pathway informational copy, educational brochures, newsletters, flyers, and help maintain the university pathways website. To increase equal access to these materials and web site should incorporate Spanish translations.</p> | 20% |
| <p>Workforce Grant Initiative and Meeting Support Supports all grant initiatives, in compliance with federal rules and regulations as required. Attends career pathway meetings, retreats, committees, conferences and activities, and any other duties as assigned.</p> | 15% |
| <p style="text-align: center;">Total</p> | 100% |
| <p>• Knowledge, Skills, & Abilities: Describe the knowledge, Skills, and the Abilities this position needs to possess to fulfill the requirements of the job successfully.</p> | |
| <ul style="list-style-type: none"> • Knowledge and experience regarding college and career pathways. • Understanding of higher education and secondary education. • Knowledge of grant writing and management. • Knowledge and experience regarding professional development and the labor market. • Knowledge and experience working with multimedia, specifically electronic media. • Skills in written and verbal communication skills and be competent in writing and editing. • Skills in marketing and public relations. • Ability to gather data, analyze information, and prepare reports. • Ability to manage several diverse projects simultaneously. • Ability to use electronic content-management tools. • Ability to work closely with supervisor and colleagues to implement the division’s strategic plan, goals, and innovations in a collaborative, team oriented way. • Ability to work with students, faculty, staff and the public effectively and courteously. • Ability to prioritize and meet deadlines. • Ability to work in an office with minimum supervision. • Ability to make presentations and train others. | |

Discretion and Independent Judgment on Matter of Significance: The term “matters of significance” refers to the level of importance or consequence of the work performed. An employee does not exercise discretion and independent judgment with respect to matters of significance merely because the employer will experience financial losses if the employee fails to perform the job properly. Similarly, an employee who operates very expensive equipment does not exercise discretion and independent judgment with respect to matters of significance merely because improper performance of the employee’s duties may cause serious financial loss to the employer. Discretion and independent judgment does not mean following prescribed procedures, determining which of several procedures to follow, or determining whether specified standards have been satisfied, even if there is some leeway in reaching a conclusion.

Does the employee have authority to formulate, affect, interpret, or implement management policies or operating practices? *No*

Does the employee have the authority to hire and terminate an employee? No

Does the employee perform work that affects operations to a substantial degree, even if the employee’s assignments are related to operation of a particular segment of the University? *No*

Does the employee have authority to commit the employer in matters that have significant financial impact? *No*

Does the employee have authority to waive or deviate from established policies and procedures without prior approval? *No*

Does the employee have authority to negotiate and bind the company on significant matters? *No*

Does the employee provide professional/consultation advice to management? *No*

Does the employee participate in planning long or short term business objectives? *No*

Does the employee investigate and resolve matters of significance on behalf of management? *No*

Does the employee represent the company in handling complaints, arbitrating disputes, or resolving grievances? *No*

Financial Accountability: Indicate if the position oversees or participates in the creation of a budget using the “Yes” or “No” boxes. If “Yes” indicate whether the position Monitors, Analyzes, or Administers the budget. If “No” proceed to “Qualifications”.

Yes (If Yes-enter budget size) **No** **Size of Budget:**

Monitors. To monitor a budget means to watch and check the budget for a specific purpose, such as to prepare necessary documentation for supervisory review/approval, tabulate budgetary data, calculate figures, and check for accuracy.

Analyzes. To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion or recommendation; critically review budgetary data, verify figures, and develop budget proposals; recommend allocation of dollars to programs services or departments; and study all the factors in order to determine a financial solution or outcome.

Administers. To administer a budget means to have “total control” of the budget such as formulating, requesting, securing, monitoring, verifying, analyzing (or delegating any of these responsibilities), ensuring full compliance with all institutional budget rules and regulations via your signature authority.

Competencies: Competencies are identified behaviors, knowledge, skills, and abilities that directly and positively impact the success of employee and organizations. Select all that applies to the position. To view definition click on link: [..|Competency Chart|Competencies and Descriptions.docx](#)

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|---|--|--|
| <input checked="" type="checkbox"/> Ability to Conceptualize <input checked="" type="checkbox"/> Accountability <input checked="" type="checkbox"/> Adaptability <input checked="" type="checkbox"/> Balance Decision-making <input checked="" type="checkbox"/> Builds Partnerships <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Effective Communication <input checked="" type="checkbox"/> Facilitates Change <input checked="" type="checkbox"/> Gains Commitment <input checked="" type="checkbox"/> Impact <input checked="" type="checkbox"/> Individual Versatility | <input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Job Knowledge <input checked="" type="checkbox"/> Manages Conflict <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Productive Work Habits <input checked="" type="checkbox"/> Quality Focus <input checked="" type="checkbox"/> Service Oriented <input checked="" type="checkbox"/> Teamwork/Cooperation <input checked="" type="checkbox"/> Technical/Professional Knowledge <input checked="" type="checkbox"/> Works with Passion | |
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Qualifications: Provide the minimum qualifications needed to perform the key roles and responsibilities. Qualifications include education, experience and any licenses and certifications required. Select one of the following below:

Minimum qualifications: Bachelor degree in a related field plus two years of experience or a combination of education and experience totaling 6 years.

Does this position require a professional license or certificate? Yes No

List the required licensure or certification:

Physical Demands: Indicate how much on-the-job time is spent on the following C= Continuously, 2/3 of the time, F= Frequently, 1/3 -2/3 of the time; O= Occasionally up to 1/3 of the time; R= Rarely, less than one hour a week.

| Field | Description |
|--------------|---|
| Rarely | Climbing, ascending or descending from a ladder, stairs scaffolding, etc. |
| Frequently | Bending or stooping; bending downward and forward by bending spine at waist or by bending leg/spine. |
| Occasionally | Twisting; turning the upper body while maintaining a stationary at lower body position. |
| Occasionally | Kneeling; bending at the knee to come to a rest on knee or knees |
| Rarely | Crawling; moving about on hands and knees or hand and feet. |
| Frequently | Reaching; extending hand(s) and arm(s) overhead, lower or horizontally of the body. |
| Frequently | Standing; particularly for extending periods of time. |
| Frequently | Sitting; particularly for extending periods of time. |
| Frequently | Walking; moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. Excludes walking to/from work area or cafeteria, etc. |
| Occasionally | Lifting; raising objects from a lower to a higher position or moving objects horizontally from position-to-position. Identify amount of weight regularly lifted: <input type="checkbox"/> up to 10 pounds <input type="checkbox"/> 10 – 25 pounds <input type="checkbox"/> greater than 25 pounds |
| Continuously | Fine Hand Manipulation; fingering, picking pinching, typing or otherwise working primarily with fingers rather than the whole hand in a handle. |

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| Occasionally | Pushing/Pulling; using upper extremities to press against something with a steady force in order to thrust forward, downward or outward or to exert force in order to draw, haul, or tug objects in a sustained motion. |
| Occasionally | Grasping; applying pressure to an object with the finger or palm |
| Frequently | Talking; expressing or exchanging ideas by means of the spoken word. Those activities in which they must be convey detailed or important spoken instructions to other workers accurately, loudly or quickly. |
| Continuously | Hearing; perceiving the nature of sounds at normal speaking level with or without correction. Ability to receive detailed information through oral communication and to make the discriminations in sound. |
| Continuously | Seeing; required to have close visual acuity to perform an activity such as: preparing and analyzing data and reports; transcribing; viewing a computer terminal; extensive inspection involving small defects, small parts, operations of machines (including inspection) or to make general observations facilities or structure (i.e. security guard, inspectors, etc.); using measurement devices; and/or assembly or fabrication parts at distance close to eye. |
| Continuously | Vision ability; close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. |
| Working Conditions: | |
| Rarely | Exposure to unusual elements, such as extreme temperature, dirt, fumes, smoke, unpleasant odors, and/or loud noises. |
| Rarely | Work in confined and crowded areas |
| Rarely | Exposure to gases/chemicals or other hazardous materials. |
| Rarely | Exposure to live circuits and/or operating machinery. |
| Frequently | Travel; requires a current Driver's Licenses. |
| Occasionally | Physical activity |

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|-------------------------------------|------------------------|
| For Human Resource Use Only: | |
| Title: | Class Code: |
| Pay Grade: | Benchmark Code: |
| FLSA: | Job Family: |
| Date: | |