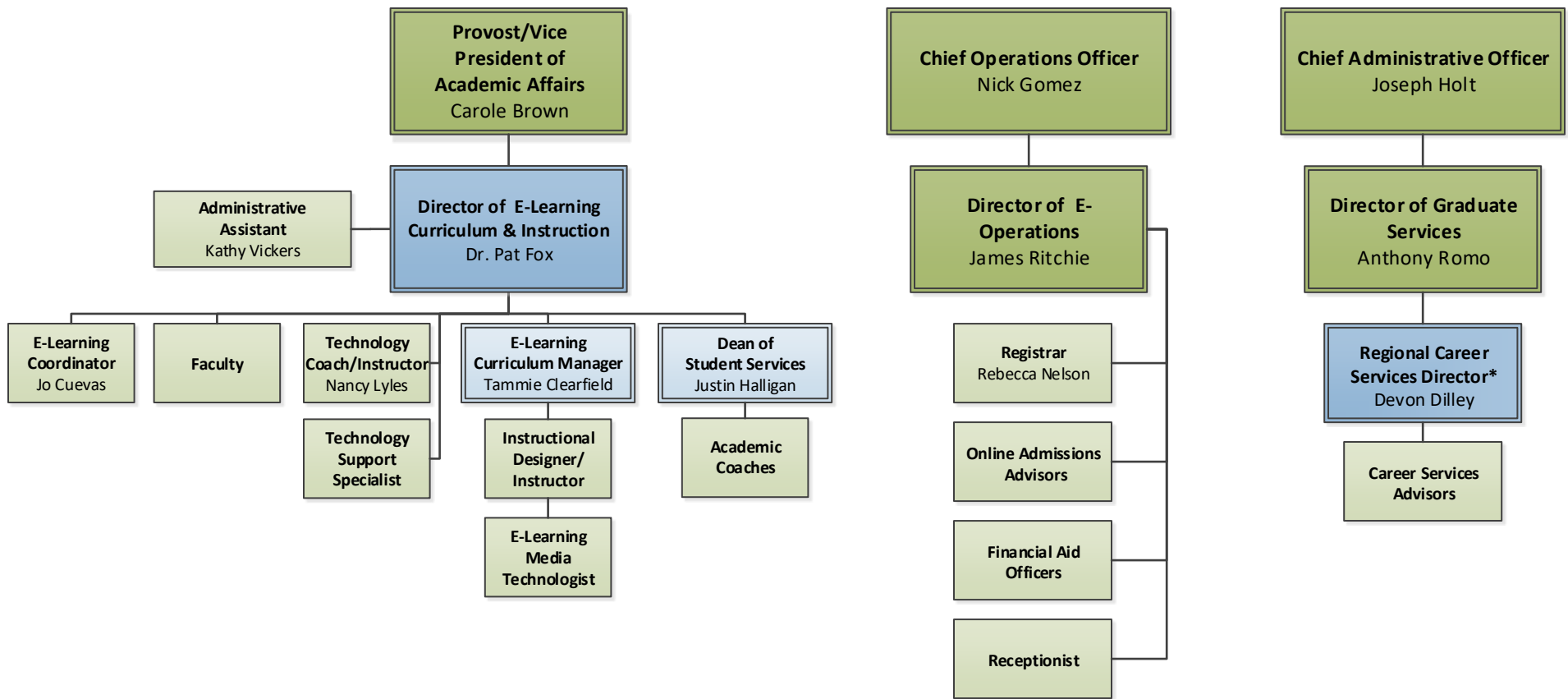


Exhibit IIA.45
Org Chart and
Job Descriptions
(new online positions)



ORGANIZATIONAL CHART Online Division



- Leadership Position
- Management Position
- Supervisory Position
- Nonsupervisory Position

San Joaquin Valley College

Job Description

Job Title: Corporate Director of E-Learning Curriculum & Instruction

Department: Online

Reports To: Provost/Vice President of Academic Affairs

Classification: Full-time, Exempt

Evaluation Form: ELCI (eLearning Curriculum & Instruction)

Summary: The Corporate Director of E-Learning Curriculum & Instruction is responsible for developing, implementing and delivering E-Learning curriculum for students attending programs with an E-Learning modality component while managing the instructional needs to support the modality.

Essential Duties and Responsibilities:

- Recruits, trains, develops and evaluates the E-Learning design team and instructors in accordance with established policies.
- Develop a course production framework that is flexible and dynamic to allow for changes in technology, student/faculty expectations and changes to pedagogy, new curriculum, maintenance and improvement.
- Develop and maintain a course design model that reflects best practices in the delivery of higher education degree and certificate programs and uses known instructional design models, e.g. ADDIE.
- Define the components of a course including an overview, syllabus, learning outcomes, course content, mastery activities, and interactive activities.
- Incorporate ongoing Assessment of Student Learning Outcomes and plans for ongoing continuous improvement into the course design.
- Supervises instruction to ensure the integrity of educational programs through weekly classroom observations.
- Coordinates faculty teaching schedules.
- Builds capacity of team members through ongoing professional development.
- Participate in regularly scheduled program reviews and curriculum conferences.
- Oversee positioning of the Learning Management System (LMS).
- Manage a program/course development schedule and budget to meet the needs of the institution.
- Employ a variety of E-Learning modalities to include fully online programs/courses, hybrid and blended learning, and web-assisted learning.
- Serve as an advocate and evangelist for E-Learning throughout the institution.

Supervisory Responsibilities: Manages E-Learning instructional design and instruction teams comprised of E-Learning Course Developers, E-Learning Instructional Technologist, E-Learning Course Technician, and Instructors. The Corporate Director of E-Learning Curriculum & Instruction is responsible for the overall direction, coordination, and evaluation of these functions. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies

Integrity: Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism: Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability: Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organization Support: Follows policies and procedures; completes projects and tasks correctly and on time; supports organizations goals and values.

Communication: Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies

Leadership: Inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others; able to build morale and group commitment to goals and objectives.

Training and Development: Ensures that staff members get a sufficient amount of orientation, training, and development opportunities to maximize their chances of being successful in their assignments; views training and development as an investment in employees and uses mentoring, cross-functional assignments, job rotation or other on-the-job learning opportunities to enhance the depth and breadth of skills and experience; encourages self-development opportunities.

Results Oriented: Achieves results within established timelines; understands and demonstrates that intentions, activities, and results are not the same; expects that obstacles will occur and refuses to accept favorably those who seek to justify poor results [by describing intentions or activities, who get derailed by obstacles and fail to take effective steps to avoid or overcome them, and /or who frequently miss deadlines without giving prior warning].

Change Management: Develops workable implementation plans; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience – Must possess a minimum of a Master's Degree in Education or Curriculum and Instruction or related field. Must have successful record of leadership in higher education curriculum development including at least eight to ten years of relevant experience required. The ideal candidate will have 7 - 10 years of progressive supervisory experience working in a high volume production environment supervising a team of SMEs, Course Developers, Instructional Technologists, and other support staff. Experience with D2L or one of the leading LMS systems is required.

Language Skills – Ability to read and comprehend instructions, correspondence and memos; ability to write correspondence; ability to effectively present information in one-on-one and group situations to students and employees.

Mathematical Skills – Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability – Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills – To perform this job successfully, an individual should have knowledge of Microsoft Office; Word, Excel, Access, and Outlook.

Other Qualifications:

- Must have thorough knowledge of the SJVC policies and procedures related to students and the education process.
- An understanding of the private sector of higher education, to include an understanding of basic business management concepts and extensive experience and insight into the E-Learning space.
- Experience and knowledge in the design, development, implementation, and maintenance of E-Learning programs or courses.
- Knowledge and understanding of Title IV regulations.
- Ability to multi-task in a fast paced environment.
- An ongoing customer focus.
- The highest levels of integrity at all times.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear. The employee is frequently required to stand and walk. The employee is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

San Joaquin Valley College

Job Description

Job Title: eLearning Curriculum Manager
Department: eLearning
Reports To: Director of eLearning Curriculum & Instruction
Classification: Full-time, Exempt
Evaluation Form: ELI (eLearning Instruction)

Summary: This position reports directly to the Director of eLearning Curriculum & Instruction and acts as a project manager and pedagogical design consultant on multiple development projects, managing the activities of the course design team. The eLearning Curriculum Manager will assist the team in selecting suitable course materials and ensure that the course design is adhering to established standards and quality vision.

Essential Duties and Responsibilities:

The eLearning Curriculum Manager works as an integral part of the online instructional design team. Working under the direction of the Corporate Director of eLearning Curriculum & Instruction, the eLearning Curriculum Manager is responsible for ensuring that quality online courses are developed on time and conform to the quality metrics as established by the department.

- Operate within a course production framework that is flexible and dynamic to allow for changes in technology, student/faculty expectations, changes to pedagogy, new curriculum, maintenance and improvement
- Develop and maintain a course design model that reflects best practices in the delivery of higher education degree and certificate programs
- Assign and manage the development of the components of a course including an overview, syllabus, learning outcomes, course content, mastery activities, and interactive activities, and ensure the components are assembled and conform to quality expectations
- Perform scheduling functions for the course development team to ensure departmental and institutional priorities are achieved
- Incorporate ongoing assessment of Student Learning Outcomes and plans for continuous improvement into the course design
- Participate as needed in regularly scheduled program reviews and curriculum conferences
- Incorporate academic quality, rigor, authentic learning, and competency-based mastery learning techniques into the design of programs and courses
- Collaborate with the course development team to ensure the integrity of course learning outcomes, assignments, and activities
- Deliver courses per a program/course development schedule and budget to meet the needs of the institution
- Collaborate with other departments to ensure alignment of curriculum across the institution

Supervisory Responsibilities: Supervises 1 – 15 employees developing courses, and is responsible for the overall direction, coordination, and evaluation of these course developers. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies

Integrity: Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism: Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability: Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organization Support: Follows policies and procedures; completes projects and tasks correctly and on time; supports organizations goals and values.

Communication: Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies

Innovative Thinking: Looks for new and innovative approaches that will improve efficiency; embraces and champions new ideas and encourages others to do likewise; recognizes and rewards people and teams who are creative and innovative.

Change Management: Develops workable implementation plans; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Leadership: Inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others; able to build morale and group commitment to goals and objectives.

Teamwork: Contributes to building a positive team spirit; willing to provide help when needed; committed to accomplishing the College's goals and objectives.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience – Must possess a minimum of a Bachelor's Degree. Must have successful record of leadership in higher education curriculum development including at least three years of relevant experience required.

Language Skills – Ability to read and comprehend instructions, correspondence and memos; ability to write correspondence; ability to effectively present information in one-on-one and group situations to students and employees.

Mathematical Skills – Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability – Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills – To perform this job successfully, an individual should have knowledge of Microsoft Office; Word, Excel, Access, and Outlook.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear. The employee is frequently required to stand and walk. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

San Joaquin Valley College

Job Description

Job Title: eLearning Instructional Designer
Department: Online
Reports To: eLearning Curriculum Manager
Classification: Full-time, Exempt
Evaluation Form: ELI (eLearning Instruction)

Summary: This position reports directly to the eLearning Curriculum Manager and acts as a pedagogical and design consultant on multiple development projects. The ideal candidate will have extensive knowledge of instructional design models such as ADDIE and will have experience working with a variety of LMSs and third-party utilities for designing and building best-in-class online courses. The Instructional Designer will assist the team in selecting suitable course materials and ensure that the course design is adhering to established standards and quality vision.

Essential Duties and Responsibilities:

The eLearning Instructional Designer works as an integral part of online instructional design teams comprised of Subject Matter Experts (SMEs), the eLearning Curriculum Manager, and eLearning Instructional Media Technologists. Working under the direction of the eLearning Curriculum Manager, the eLearning Instructional Designer is responsible for the overall look and feel of online courses.

- Operates within a course production framework that is flexible and dynamic to allow for changes in technology, student/faculty expectations, changes to pedagogy, new curriculum, maintenance and improvement
- Delivers courses per a program/course development schedule and budget to meet the needs of the institution
- Develops and maintains a course design model that reflects best practices in the delivery of higher education degree and certificate programs and uses known instructional design models
- Prepares the components of a course including an overview, syllabus, learning outcomes, course content, proficiency assessments, and interactive activities
- Incorporates academic quality, rigor, authentic learning, assessment of student learning outcomes and plans for ongoing continuous improvement
- Participates as needed in regularly scheduled program reviews. Develops courses within the institution's designated Learning Management System (LMS)
- Creates professional development opportunities for SMEs and teaching faculty to promote instructional excellence and improved curriculum design activities
- Collaborates with faculty SMEs to ensure the integrity of course learning outcomes, assignments, and activities
- Teaches assigned courses as scheduled to provide user-level experience assessment and meet the needs of the institution
- Performs other duties as assigned

Supervisory Responsibilities: None.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies

Integrity: Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism: Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability: Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organization Support: Follows policies and procedures; completes projects and tasks correctly and on time; supports organization's goals and values.

Communication: Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies

Innovative Thinking: Looks for new and innovative approaches that will improve efficiency; embraces and champions new ideas and encourages others to do likewise; recognizes and rewards people and teams who are creative and innovative.

Change Management: Develops workable implementation plans; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Leadership: Inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others; able to build morale and group commitment to goals and objectives.

Teamwork: Contributes to building a positive team spirit; willing to provide help when needed; committed to accomplishing the College's goals and objectives.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience – Must possess a minimum of a Master's Degree in Instructional Design or related field. Must have successful record of leadership in higher education curriculum development, including at least five years of relevant experience (required).

Language Skills – Ability to read and comprehend instructions, correspondence and memos; ability to write correspondence; ability to effectively present information in one-on-one and group situations to students and employees.

Mathematical Skills – Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability – Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills – To perform this job successfully, an individual should have knowledge of Microsoft Office; Word, Excel, Power Point, and Outlook, and have extensive knowledge of multimedia production and LMS function.

Other Qualifications:

- An understanding of the private sector of higher education, to include an understanding of basic business management concepts and extensive experience and insight into the online learning space
- Experience and knowledge in the design, development, implementation, and maintenance of online programs or courses
- Ability to multi-task in a fast-paced environment
- An ongoing customer focus
- The highest levels of integrity at all times

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

San Joaquin Valley College Job Description

Job Title: eLearning Coordinator
Department: Academic Affairs
Reports To: Corporate Director of eLearning Curriculum & Instruction
Classification: Full-time, Exempt
Evaluation Form: SS – Student Services

Summary: The eLearning Coordinator, under the direct supervision of the Corporate Director of eLearning Curriculum & Instruction, works collaboratively with campus-based and Online Deans of Student Services (DSSs) and online faculty to support eLearning activities. The eLearning Coordinator acts as a liaison with campus DSSs to provide training in best practices and assistance in resolving instructional issues.

Essential Duties and Responsibilities:

- Develops and maintains resources for campus-based DSSs regarding eLearning
- Provides training and development for campus-based DSSs regarding eLearning
- Collaborates on the development and improvement of processes related to campus-based students in eCourses
- Acts as a liaison for the resolution of instructional issues arising in eCourses
- As assigned by the Director of eLearning Curriculum & Instruction, participates in new faculty orientation and training
- Participates in developing and delivering faculty in-service and reports instructional issues to the appropriate supervisor
- Participates in classroom observations and faculty evaluations
- Participates in outcome assessments, program review, and curriculum improvement as assigned by the Director of eLearning Curriculum & Instruction
- Assists the DSSs in progressive disciplinary action, addressing complaints and resolving problems
- Performs other duties as assigned.

Supervisory Responsibilities: This position has no supervisory responsibilities.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies

Integrity – Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism – Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability – Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organization Support – Follows policies and procedures; completes projects and tasks correctly and on time; supports organizations goals and values.

Communication – Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies

Conceptual Thinking - Grasps concepts, patterns and underlying issues; uses past experience to help identify likely causes and solutions to problems that might otherwise seem to be unique events; helps others see patterns and concepts by using examples and analogies that relate well to their own experiences and current knowledge level.

Problem Solving – Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Manage Multiple Priorities - Handles multiple assignments and priorities yet still fulfills all commitments; readily accepts new responsibilities and adapts well to changes in procedures; gives appropriate priorities to various work demands.

Handle Difficult Issues - Handles sensitive or difficult issues with grace and confidence; remains clear headed and focused and inspires others to do the same; remains objective in the face of strong emotions; can acknowledge strong emotions without being unduly influenced by their intensity.

Implementing Policies - Ensure that new policies are understood and taken seriously; communicates new policies and procedures to employees, supports them with adequate and timely resources; monitors actual practices in a manner that makes it clear that full compliance is expected; avoids behavior or communications that might send a mixed message about the importance of new procedures or suggests that full compliance is optional.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Minimum of an Bachelor's degree is required. A minimum of 3 years experience in an online learning environment is required, experience teaching and managing in an online environment preferred.

Language Skills – Ability to read and interpret documents such as handbooks and curriculum; ability to write routine reports and correspondence; ability to speak effectively before groups of students and faculty members.

Mathematical –Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent.

Reasoning Ability – Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form; ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills – To perform the job successfully, an individual should have knowledge of Microsoft Office, Word, Excel, Access, PowerPoint and Outlook.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear. The employee is frequently required to walk. The

employee is occasionally required to stand; climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

San Joaquin Valley College

Job Description

Job Title: eLearning Instructional Media Technologist
Department: eLearning
Reports To: Director of eLearning Curriculum & Instruction
Classification: Full-time, Exempt
Evaluation Form: eLearning Instruction (ELI)

Summary: This position reports directly to the Director of eLearning Curriculum and Instruction and acts as a media designer on multiple development projects. The eLearning Instructional Media Technologist will assist the team in creating and integrating suitable learning objects and ensure that the course design is adhering to established standards and quality vision, and is responsible for the overall look and feel of online courses.

Essential Duties and Responsibilities:

The eLearning Instructional Media Technologist works as an integral part of online instructional design teams comprised of the eLearning Curriculum Manager, Subject Matter Experts (SMEs), Online Course Developers, other eLearning Instructional Media Technologists, Online Course Technicians, and the Corporate Librarian. Working under the direction of the Corporate Director of eLearning Curriculum and Instruction, the eLearning Instructional Media Technologist will:

- Operate within a course production framework that is flexible and dynamic to allow for changes in technology, student/faculty expectations, changes to pedagogy, new curriculum, maintenance and improvement
- Collaborate with the course design team to ensure the integrity of course learning outcomes, assignments, and activities
- Collaborate with faculty subject matter experts to ensure that the digital assets created are quality-checked and accurate to specifications
- Prepare and upload the components of a course including an overview, syllabus, learning outcomes, course content, mastery activities, and interactive activities as directed
- Provide technical support for created digital assets incorporated into the Institution's designated Learning Management System (LMS, currently D2L) to the extent needed to compliment IS departmental support
- Incorporate academic quality, rigor, authentic learning, and competency-based mastery learning techniques into the design of programs and courses
- Deliver digital assets per a program/course development schedule and budget to meet the needs of the institution
- Develop tutorials and other training materials as assigned

Supervisory Responsibilities: This position has no supervisory responsibilities.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies

Integrity: Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism: Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability: Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organization Support: Follows policies and procedures; completes projects and tasks correctly and on time; supports organizations goals and values.

Communication: Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies

Innovative Thinking: Looks for new and innovative approaches that will improve efficiency; embraces and champions new ideas and encourages others to do likewise; recognizes and rewards people and teams who are creative and innovative.

Change Management: Develops workable implementation plans; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Leadership: Inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others; able to build morale and group commitment to goals and objectives.

Teamwork: Contributes to building a positive team spirit; willing to provide help when needed; committed to accomplishing the College's goals and objectives.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The ideal candidate will have extensive knowledge of instructional design models and will have significant experience working with a variety of LMSs and 3rd party utilities for building best in class online courses.

Education and/or Experience – Must possess a minimum of a Bachelor's degree. Must have successful record in higher education curriculum development including at least three years of relevant experience required.

Language Skills – Ability to read and comprehend instructions, correspondence and memos; ability to write correspondence; ability to effectively present information in one-on-one and group situations to students and employees.

Mathematical Skills – Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability – Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills – To perform this job successfully, an individual should have knowledge of Microsoft Office; Word, Excel, Access, and Outlook.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear. The employee is frequently required to stand and walk. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

San Joaquin Valley College Job Description

Job Title: Director of eLearning Operations
Department: Administration
Reports To: Chief Operating Officer
Classification: Full-time, Exempt
Evaluation Form: Campus Director (CD)

Summary: The Director of eLearning Operations is responsible for the quality, efficiency and successful day-to-day operation of the Admissions, Financial Aid, Student Services and Career Services elements of the eLearning modality. The position requires exceptional management skills, demonstrated leadership ability, strategic thinking, problem solving and a demonstrated ability to produce results.

Essential Duties and Responsibilities:

- Lead teams to achievement of operational targets
- Recruit, hire and train managers, admissions representatives, career service advisors and related staff
- Design, implement and improve work flows, sales, services and placement processes
- Provide quality eLearning modality operations
- Contributes to outcome discussions at the campus, program and institution levels
- Performs other duties as assigned

Supervisory Responsibilities: Manages subordinate supervisors who supervise employees in the admissions, financial aid, student services and career services departments. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Core Competencies:

Integrity – Acts in a way that demonstrates personal integrity; serves as a positive example of why others should trust the motives of the organization; views self as a reflection of the organization by following through on commitments and accepting ownership of mistakes; leaves others with the clear impression that integrity is a core organization value.

Professionalism – Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Adaptability – Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Organizational Support – Follows policies and procedures; completes administrative tasks correctly and on time; supports organization's goals and values; benefits organization through outside activities; supports affirmative action and respects diversity.

Communications – Communicates effectively and appropriately; uses good judgment as to what to communicate to whom as well as the best way to get that accomplished; speaks in clear and credible manner, selecting the right tone for the situation and audience; listens to others and allows them to make their point.

Job Competencies:

Visionary Leadership – Displays passion and optimism; inspires trust and respect; mobilizes others to fulfill the vision; provides vision and inspiration to peers and subordinates.

Business Acumen – Understands business implications of decisions; displays orientation to profitability; demonstrates knowledge of market and competition; aligns work with strategic goals.

Results Oriented – Achieves results within established timelines; understands and demonstrates that intentions, activities, and results are not the same; expects that obstacles will occur and refuses to accept favorably those who seek to justify poor results [by describing intentions or activities, who get derailed by obstacles and fail to take effective steps to avoid or overcome them, and /or who frequently miss deadlines without giving prior warning].

Innovative Thinking – Looks for new and innovative approaches that will improve efficiency; embraces and champions new ideas and encourages others to do likewise; recognizes and rewards people and teams who are creative and innovative.

Judgment – Displays willingness to make decisions; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience – Baccalaureate degree with a Master's degree preferred; 5+ years' experience in successful sales and operations management; project management experience with demonstrated ability in strategic thinking, problem solving and team building.

Language Skills – Ability to read, analyze and interpret financial reports; ability to respond to common inquiries or complaints from employees and students, regulatory agencies, or members of the business community; ability to write presentations and handbooks for publication that conform to prescribed style and format; ability to effectively present information to top management, employees, students and/or board of directors.

Mathematical Skills – Ability to work with mathematical concepts such as correlation, causation and trend analysis; ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability – Ability to define problems, collect data, establish facts, and draw valid conclusions; ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills – To perform this job successfully, an individual should have knowledge of Microsoft Office; Word, Excel, PowerPoint, Access and Outlook; and master proprietary software used in student records.

Physical Demands: The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk; and hear. The employee is frequently required to stand and walk. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move 25 pounds and occasionally lift and/or move up to 50 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.