



Classification Title: Manager, Early College Credit

Department:	Instruction Office	EEO6 Code:	1
Employee Group:	Administrative Association (Classified Administrator)	Salary Grade:	52
Supervision Received From:	Associate Dean, Instructional	Date of Origin:	8/2014
Supervision Given:	Assigned Classified, hourly, and volunteer employees	Last Revision:	2/2026

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 by individual positions.

JOB SUMMARY.

Manages, plans, coordinates, and administers day-to-day operational activities of Guided Pathways from K-12 through college through the Early College Credit and other related programs; facilitates the design, implementation, and evaluation of Early College Credit programs at Palomar College and manages matters related to planning, developing, budgeting, implementing, compliance with rules and regulations, monitoring, and evaluating programs and activities; works closely with Enrollment Services, Counseling Services, Instructional Services, and Instructional Deans to help support early college initiatives and transitioning students from high school to Palomar College.

DISTINGUISHING CHARACTERISTICS.

Manager, Early College Credit is distinguished from other administrative classifications in Instruction by its responsibility for the oversight of day-to-day operations in the Early College Credit program. Incumbents have broad management responsibilities requiring advanced knowledge of instruction and curriculum and local and statewide initiatives related to College and Career Access Pathways (CCAP).

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS. Essential responsibilities and duties may include, but are not limited to, the following:

1. Performs full supervisory activities in accordance with relevant District policies, procedures, and applicable employee contracts/handbooks, which includes selecting and training new employees; planning, assigning, scheduling, and evaluating completed work; approving overtime/compensatory time; preparing and signing employee performance evaluations; recommending reclassifications; responding to grievances and taking appropriate disciplinary action; and performing related supervisory activities.
2. Participates in and oversees development and implementation of goals, objectives, policies and priorities for Early College Credit and related programs; recommends and administers department, division and District policies and procedures; monitors and evaluates the efficiency and effectiveness of program work and procedures; recommends appropriate service and staffing levels; interprets, applies and ensures compliance with all relevant federal and state laws and applicable program policies, procedures, guidelines and reporting requirements; remains current on relevant legislative decisions and developments.
3. Manages the development and tracking of the Early College Credit budget; works with the Dean and other division managers throughout the budget development process in forecasting funding needs for staffing, equipment, materials and supplies; analyzes department expenditure estimates, requests and proposals, identifies issues and concerns and advises on appropriate actions; prepares and processes budget transfers, contracts and other budget adjustments.

4. Serves as a liaison between institutions for course scheduling, conflict resolution, resources, and personnel to ensure clear communications and enrollment practices; meets with high schools and K-12 school district administrators; conducts needs analyses in order to facilitate negotiation of Career and College Access Partnership (CCAP) agreements acceptable to both the District and the high school districts; resolves issues raised by faculty and students of the Early College Credit programs.
5. Supports and maintains the implementation of local and statewide initiatives, including, but not limited to AB 30 (College and Career Access Pathways), non-AB 30, and Dual Enrollment/early college efforts; stays abreast of legislation related to Dual Enrollment/early college/middle college initiatives.
6. In alignment with the District's student success and equity goals, establishes, monitors, and reports on programmatic goals for the Early College Credit program including targets for students and courses, equity specific goals, and student success metrics. Collaborates with District stakeholders and K-12 partners to synthesize goals and data for program improvements and adjustments.
7. In conjunction with the Dual Enrollment/Early College Credit Advisory Committee, develops recommendations for short- and long-range plans and goals for Early College Credit programs related to policies and procedures, professional development, equity efforts, and evaluation.
8. Ensures student support structure is established for each signed agreement, including but not limited to counseling, matriculation, tutors, and books; works with District faculty and staff to facilitate enrollment for high school students participating in a pathway; works collaboratively with instructors, staff, and high schools/districts to ensure that current and future Early College Credit courses and activities meets CCAP requirements (Ed Code 76004) and comply with established standards, laws, codes, rules, regulations, policies, and procedures.
9. Conducts site visits and strengthens communications between the District, high schools and school districts, and their respective academic and student affairs departments; maintains communication with feeder high schools; promotes the college's courses offered through Early College Credit and their equivalence to traditional college courses.
10. Represents the program and participates in outreach activities for Early College Credit and related programs; works with local K-12 school districts, community, business, and other educational institutions to promote Early College Credit; contributes to development and implementation of coordinated outreach, marketing and public relations plans.
11. Participates in the development and implementation of District strategic plans, goals and objectives; leads and directs department employees in the development and application of new methodologies, technologies and business process improvements to achieve higher efficiency, productivity and customer service in department work processes.
12. Collaborates with local K-12 school districts and feeder schools to identify typically underrepresented students; plans, develops and implements program components including outreach, student selection/enrollment, financial assistance, instructional and social activities and student support services; provides technical expertise and information to students, staff and administrators regarding programs and services.
13. Attends, participates, and represents the District at relevant professional conferences, associations, and trainings related to student equity and success; attends, participates, and represents the District at K-12 and college partnership meetings; maintains awareness of new trends and developments regarding integrative planning and community college initiatives.

Marginal Functions:

1. Participates in/on a variety of committees, task forces, boards, meetings, and/or other related groups in order to receive and/or convey information.
2. Participates in shared governance through service on planning and/or operations committees and task forces.
3. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Experience and Education/Training Guidelines

Any combination of experience and education/training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Four years of experience with K-12 to college programs, college admissions, and/or college evaluations, including one year of supervisory experience.

Education/Training:

A bachelor's degree in education, business administration, public administration, or a related field from an accredited college or university.

License and/or Certificate:

Possession of an appropriate valid California Driver's License by time of appointment.

Knowledge of:

1. Leadership, supervisory and managerial principles and practices, including selection, training, evaluating, and discipline.
2. Early College Credit program operations, including methods, practices, terminology, and procedures used in Early College Credit programs.
3. College enrollment policies and procedures.
4. Principles, practices, procedures and techniques of budget preparation, administration and maintenance including District budget development and administration policies, practices and procedures.
5. Community college organization, operations, policies, and objectives.
6. Outreach and marketing principles, practices, and techniques.
7. Public relations principles and practices, including the use of tact, patience, and courtesy.
8. Applicable sections of California Education Code and other applicable federal and state laws and regulations, including legislation specific to Early College Credit programs.
9. Modern office procedures, methods, and equipment including computers and applicable software programs relevant to assigned area of responsibility.
10. Principles and practices of sound business communications including correct English usage, spelling, grammar, punctuation.

Skill in:

1. Supervising, training and directing the work of others.
2. Utilizing a computer and related software applications.
3. Supervising, planning, and implementing college enrollment programs.
4. Developing and implementing goals, objectives, policies, procedures, work standards and management controls.
5. Analyzing complex operational and administrative problems, evaluating alternatives and recommending or implementing effective courses of action.
6. Establishing and maintaining effective working relationships with those contacted in the course of work.
7. Developing, administering, and maintaining a department budget.
8. Interpreting complex data and information.
9. Communicating clearly and concisely, both orally and in writing.
10. Maintaining confidentiality and exercising tact, diplomacy and discretion in dealing with sensitive, complex, confidential and difficult issues and situations.
11. Effectively responding to all situations/incidents using sound judgment and decision-making skills.

12. Compiling and organizing data from a variety of sources.
13. Maintaining accurate and complete records.
14. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, age, cultural, physical or mental disability, medical condition, gender, gender expression, gender identity, sex, sexual orientation, nationality, race, and ethnic backgrounds of community college students, faculty, and staff.

WORKING CONDITIONS.

Environmental Conditions:

Office environment; exposure to electricity, computers and other electronic office equipment; interacts with students, faculty, staff, administrators, and the public. The noise level is usually quiet to moderate.

Physical Conditions:

Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to sit for prolonged periods; near visual acuity for reading computer screens, reports and schedules; repetitive use of hands for extensive use of keyboards. The employee must be able to travel between District and K-12 sites, and other locations.

TERMS OF EMPLOYMENT.

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.