

Counselor, Perkins - Allied Health (Full-Time,
Categorically Funded) Fresno City College
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=252780>

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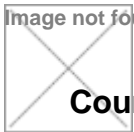
Posted Feb. 6, 2025, set to expire Mar. 3, 2025

Job Title	Counselor, Perkins - Allied Health (Full-Time, Categorically Funded) Fresno City College
Department	
Institution	State Center Community College District Fresno, California
Date Posted	Feb. 6, 2025
Application Deadline	03/03/2025
Position Start Date	Available immediately
Job Categories	Professional Staff
Academic Field(s)	Administration - Counseling Services
Apply Online Here	https://apptrkr.com/5975299

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Job Description

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Counselor, Perkins - Allied Health (Full-Time, Categorically Funded) Fresno City College

State Center Community College District

Closing Date: 3/3/2025 at 11:55 PM

Campus Location: Fresno City College

Start Date: 01/16/2025

Essential Functions:

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At Fresno City College we value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities, and orientations. We prioritize applicants who demonstrate they understand the benefits a diverse student population brings to a community college. The successful candidate will be an equity-minded leader committed to student success achieved through collaboration with faculty, classified staff, administration, students, and community partners who are also dedicated to closing equity gaps.

An equity-minded individual is a person who:

1. Understands the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
2. Reframes inequities as a problem of practice and views the elimination of inequities as an individual and collective responsibility;
3. Encourages positive race-consciousness and embraces human difference;
4. Supports institutional practices that both develop and sustain culturally responsive teaching and learning environments; and
5. Strategically builds support for and participation in equity-related initiatives across both our internal and external communities.

Fresno City College seeks leaders who value placing the student at the center of everything we do, mentorship, and working in a collegial, collaborative environment. Leaders should be open and willing to participate in culturally relevant professional development that will help them prepare for the population of students who attend Fresno City College.

The ideal candidate will share Fresno City College's commitment to educating its racially and socioeconomically diverse student population. For the 2023-2024 academic year, we enrolled over 39,271 students in which 66% identify as Latinx, 11% as Asian/Pacific Islander, 5% as Black/African American, 15% as White, 1% as American Indian/Alaska Native, and 3% as multiracial. Fresno City College is a Hispanic-Serving Institution, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a department dedicated to the use of a curriculum responsive to the students it serves.

The full-time Perkins counselor for Allied Health will work with CTE programs in order to support outreach, recruitment, registration assistance, career counseling, and job preparation for students. This Perkins counselor will be responsible for:

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- Coordinating and providing job/career fair support, campus tours, educational planning, and conference/workshop presentations to share with students and their family about CTE program options as well as specific courses, certificates, and degrees;
- Providing referrals and connections to Pathway Teams such as DSP&S, Outreach, General counselor(s), and Financial Aid representatives;
- Providing career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study;
- Providing professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- Providing within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations;
- Supporting integration of academic skills into career and technical education programs and programs of study to support:
 - CTE participants at the secondary level in meeting challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA) by the State in which the eligible recipient is located; and
 - CTE participants at the postsecondary level in achieving academic skills;
- Planning and carrying out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement of the local levels of performance established under section 113;
- Developing sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the 64 Workforce Innovation and Opportunity Act (29 USC 3102) (WIOA), and other appropriate organizations, including community-based and youth-serving organizations;
- Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs, including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;
 - A continuum of work-based learning opportunities, including simulated work environments;
 - Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

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- Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under WIOA and other federal laws and initiatives that provide students with transition-related services, including IDEA;
- Expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
- Expanding opportunities for students to participate in competency-based education programs;
- Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer sciences programs;
- Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- Providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
- Making all forms of instructional content widely available which may include use of open educational resources;
- Supporting the integration of arts and design skills. When appropriate, into career and technical education programs and programs of study;
- Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
- Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations; or
- Other activities to improve career and technical education programs.
- Serving on and attending department, college, and district committees as needed;

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- Participating in program review, student learning outcome development, and assessment to improve student learning;
- Otherwise fulfilling all of the duties and responsibilities of instructors as required by Administrative Regulation 7122; and
- Other duties as assigned.

Minimum Qualifications:

All candidates must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practice within the classroom; **and**

- Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling; **or**
- A valid California Community College Credential; **or**
- The equivalent education and/or experience (**requires an equivalency**).

(Note: If the degrees posted on your transcript(s) do not match **exactly** as stated above, you **must** petition for equivalency. A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)

Desirable Qualifications:

- Experience and skill incorporating elements of diversity, equity, and inclusion into all areas of responsibility;
- Recent experience working with African American, Asian/Pacific Islander, Latinx, Native American, and other racially minoritized students in the classroom and an understanding of how historical patterns of exclusion of these groups in higher education shape patterns of participation and outcomes;
- Willingness to examine and remediate one's instructional, relational, and classroom practices to more effectively engage and support racially minoritized students;
- Related work and professional experience;
- Experience working with students of various cultural, gender, age, socioeconomic, and ethnic backgrounds, students with disabilities;

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- Demonstrated ability to work with computers, and other technologies, which are utilized in providing high-quality instruction and support to students;
- Demonstrated ability to communicate effectively with students and staff; and
- Knowledge of the community college and its mission and goals.

Conditions of Employment:

181 duty days per year, contingent upon funding. Duty days will be prorated based upon start of assignment.

Salary and Benefits:

Starting annual salary is \$71,054 - \$108,772 based on education and experience. *Duty days will be prorated based upon start of assignment.* An annual doctoral stipend of \$2,419 is available. In addition, the District offers an attractive fringe benefit package including medical, dental, and vision coverage for the employee and dependents, and life insurance. Employees are also members of the California State Teacher's Retirement System (CalSTRS).

Selection Procedure:

Applications will be screened by Human Resources for completeness **and** to determine which applicants meet the minimum qualifications as stated in the job announcement.

From the applicants who meet the minimum qualifications and who have submitted all the required documents by the closing date and time listed on the job announcement, a selection advisory committee will review the candidates who are best qualified based on the minimum and desirable qualifications and then determine who will be invited to interview.

The selection committee will rate responses to the interview questions and writing prompt (if applicable). Based on this rating, a small number of applicants will be selected as the "recommended candidates". These candidates will be forwarded to the Vice President and College President for final interviews.

A hiring recommendation will be made by the College President and forwarded to the Board of Trustees of State Center Community College District for final approval.

State Center Community College District is an equal opportunity employer committed to fostering innovation and inclusivity. We respond proactively to the diverse needs of the community and welcome individuals excited to join our District's purpose to support student success both locally and globally.



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United, we the faculty, classified professionals and administrators pledge to treat all applicants and employees fairly and equitably. [SCCCD EEO Plan](#)

For more information, contact the Academic Human Resources Office, 1171 Fulton St, Fresno, California, 93721, (559) 243-7100. For information on Fresno City College or State Center Community College District, visit our website at www.scccd.edu. **Please refer to Position No. FHSD-COU (Slot# 1800).**

Submission of application and related materials is the applicant's responsibility and must be submitted through the district's online applicant portal. The District reserves the right to re-advertise or to delay indefinitely the filling of a position if it is deemed that the applicants for the position do not constitute an adequate applicant pool or if funding is not available. All application materials are subject to verification. False statements may be cause for disqualification or discharge from employment.

Additional Information:

This is a full-time categorically funded position contingent upon funding. The District may fill more than one position from this pool.

About the College

As the very first community college in California, Fresno City College has a proud history of leadership in education and preparing generations of students for their future. Fresno City College is nestled near the lively Tower District and minutes from downtown Fresno, brick buildings and towering trees tell the long story of this historic institution. It is committed to academic excellence and diversity, equity, and inclusion among its faculty, classified professionals, and students. The college takes responsibility for equitable outcomes and successful pathways for all students.

[Work for Us!](#)

Mission

As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs, and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.



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Vision

Fresno City College aspires to build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism. As a community of educators and learners, we will use our individual and collective positions of influence, power, and privilege to foster a community of belonging, affirmation, and validation. We will courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond.

Core Values

Equity-Mindedness: We call attention to patterns of inequity in student outcomes and take personal and institutional responsibility for the success of our students. We critically reassess our own practices, are race-conscious, and aware of the social and historical context of exclusionary practices in American Higher Education.

Social Justice: We are focused on removing institutional barriers, taking responsibility for and mitigating systemic barriers. We are invested in validating our students' lived experiences through examining qualitative and quantitative data which enhances our understanding of intersectionality. This builds a foundation of data-driven solutions and responses to systemic issues.

Sustainable Social and Economic Mobility: We commit to breaking extractive, exploitative, and racist systems and practices. Servimos y empoderamos (we serve and empower) marginalized and racially-minoritized individuals, communities, and histories. With invested community partners, we build programs which foster trans-generational economic growth and prosperity.

[**FCC Institutional Research Site**](#)

To be considered for this position please visit our web site and apply on line at the following link: www.scccd.edu

EOE

Contact Information

Please reference Academickeys in your cover letter when



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applying for or inquiring about this job announcement.

Contact

N/A

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