CLASSIFICATION
Math Laboratory Coordinator

FLSA Status: Nonexempt
EEOC Job Category: Professionals
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, coordinates, supervises and provides extensive training to Math tutors for the Math Department’s Success Center; provides basic and advanced math instructional assistance and tutoring to students; provides assistance on related technologies and equipment; coordinates and oversees the day-to-day operations and activities of the Center; maintains a clean, safe and orderly learning environment; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Math Laboratory Coordinator performs varied and responsible functions to ensure that District students receive tutoring in math, as well as other technical and instructional support. The incumbent supervises a number of tutors who provide instruction to students and also provides direct tutoring support to students. Additionally, the incumbent oversees the use and activities of the Math Success Center. Work assigned requires knowledge of basic to advanced math concepts, theories and principles, as well as skills and abilities to train, supervise and provide effective tutoring and instructional support to students.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Recruits, hires, schedules, trains, monitors work performance and provides ongoing coaching and guidance to Math Success Center tutors; works with and tutors individual and small groups of students on basic, intermediate and advanced math assignments; provides technical instruction and support to students and instructors on computer hardware, peripherals, business/specialized software and other relevant Center equipment.

2. Coordinates, oversees and supervises the daily use and activities of Math Success Center; participates in developing and enforces Center operational policies, procedures and rules; monitors and participates in controlling student activities and behavior; schedules usage and staff coverage of Center’s classrooms; oversees and coordinates activities to properly maintain, clean and secure the assigned Center to ensure the health, security and safety of students and staff; assists instructors with computer-based classes in the Center as needed.

3. Performs assigned activities to maintain and ensure good working order of Center hardware, software, printer and other equipment and materials; performs minor equipment repairs and adjustments as needed; coordinates with ACIT or other designated contacts for the resolution of more complex technical problems.
4. Coordinates and oversees purchase and maintenance of appropriate inventory of budgeted Math textbook supplementary instructional supplies and materials; orders, receives and checks textbooks and materials; identifies and contacts vendors to resolve discrepancies or issues; stores, maintains security of and distributes to Math Department instructors.

5. Collects designated make-up tests; proctors make-up tests as assigned.

6. Oversees and maintains a variety of Center, course and student records and files/folders; compiles information and prepares a variety of routine reports and documents related to Center use and activities; maintains student attendance logs/records; maintains, verifies and enters tutors timekeeping information.

OTHER DUTIES
1. Attends a variety of meetings, training sessions, seminars and workshops as required.

QUALIFICATIONS

Knowledge of:
1. Advanced concepts, principles and theories of mathematics.
2. Methods and practices of student instruction and tutoring.
3. Methods and practices for organizing, maintaining and overseeing the operations of a learning center and/or instructional laboratory.
4. District and departmental policies, procedures and information related to areas of assigned responsibility.
5. Uses and operations of computer hardware, printers, standard business software and specialized software applicable to assigned learning centers and instructional laboratories.
6. Methods and procedures for diagnosing, troubleshooting and resolving computer hardware and software problems in a laboratory environment.
7. Publishers and sources of instructional support materials and aid to meet the needs of students and faculty in a Math learning center.
8. Principles and practices of sound business communication; correct English usage, including spelling, grammar and punctuation.
9. Administrative practices and procedures, including purchasing and record keeping.

Ability to:
1. Explain and demonstrate the application of math theories, principles and problem-solving methods and techniques.
2. Provide effective tutoring, instruction and guidance to students in math; accurately, thoroughly and clearly answer students’ questions about basic and advanced math problems.
3. Provide extensive training, information and guidance to tutors on appropriate instructional methods and techniques.

4. Interpret, apply, explain and reach sound decisions in accordance with regulations, policies and procedures.

5. Organize, set priorities in a dynamic environment and exercise sound independent judgment within areas of responsibility.

6. Provide day-to-day technical support for computer hardware, peripherals and software in assigned centers/laboratories.

7. Walk students through uses and operations of hardware and software.

8. Read and interpret manuals and other technical materials applicable to the work.

9. Prepare clear, concise and comprehensive reports and documents.

10. Organize and maintain a variety of records and files.

11. Communicate clearly and effectively, both orally and in writing.

12. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.

13. Establish and maintain effective working relationships with instructors, faculty, staff, vendors, students, the public and others encountered in the course of work.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in mathematics or a closely related field; and at least two years of experience working with college-age students in an organized, educational environment; or an equivalent combination of training and experience.

**Licenses; Certificates; Special Requirements:**

None.

**PHYSICAL AND MENTAL DEMANDS**

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

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls and reach with hands and arms. An employee also is regularly required to stoop, kneel, bend and lift up to 50 pounds.
Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use advanced math skills and reasoning; learn and apply new information or skills; work with constant interruptions and interact with District management, faculty, staff, students and others encountered in the course of work. The employee may occasionally be required to interact with disruptive or abusive students.

**WORK ENVIRONMENT**

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

The employee works in a learning center or classroom-type setting, and the noise level can be moderately loud.