

St. Lawrence College
Position Description Form (PDF)

Reviewed Date: December 20, 2023

Campus: Cornwall

Incumbent's Name: Vacant

Position Title: Program Liaison, CICE

Payband: I

Position Number:

NOC Code: 1221

Hours per Week: 24

Supervisor's Name and Title: Crystal Woods, Manager, Academic and Campus Operations

Completed by: Manager, CICE

Signatures:

Incumbent: _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

The Program Liaison ensures the efficient and effective operation of the Community Integration through Cooperative Education (CICE) program by providing program guidance and specialized support to the program team, facilitating the tasks involved in program delivery and advising the Program Manager, Program Coordinator, and ISP Associate Dean with respect to program planning and day to day operational issues. Primary tasks include facilitating the intake and guidance of students to plan an individualized program of study to fulfill the requirements to graduate, as well as liaison with college employees/community groups to develop opportunities for students and problem-solve challenges as they arise.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Facilitates the intake and guidance of students - Assists with marketing, promotion, and recruitment of students. - Facilitates the admissions and intake process for applicants. - Conducts needs assessments and interviews with applicants. - Facilitates course selection and advises students in order to meet graduation requirements. - Provides logistical support and liaison services with program coordinators to set up individualized programs for each CICE student. - Coordinates the implementation of Information sessions, Program Orientations, and workshops to provide for a smooth transition to college. - Provides oversight and monitoring of student progress and adjusts program as needed, in consultation with Program Manager - Responds to enquiries about the program and actively seeks opportunities to promote the program within the college and the community.	30%
Facilitates program planning and day-to-day operations - Provides Program Manager and Associate Dean with input into the College's planning cycle (e.g. budget, capital acquisitions, space needs, instructional resources). - Coordinates the scheduling of student timetables and tutoring sessions. - Provides input to the Program Manager, Program Coordinator, and Associate Dean in planning for the staffing needs of the program including participation in selection committees. - Establishes and coordinates the maintenance of student records. - Coordinates staff schedules in consultation with Program Manager and Associate Dean - Coordinates staff replacements / schedule adjustment when staff absent.	50%
Liaison with college employees and community groups - Provides program link with Advisory Committee. - Functions as the internal liaison with other Schools, Departments and Committees to develop opportunities and supports for students. - Functions as a liaison with external agencies/organizations where applicable. - Attends public events to raise awareness of the program and advocate for opportunities for students. - Participates in School, college, and provincial meetings and committees as CICE representative.	10%
Other related duties as required	10%
	100%

Support Staff PDF

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- | | | |
|--|--|--|
| ☐ Up to High School or equivalent | ☐ 1 year certificate or equivalent | ☐ 2 year diploma or equivalent |
| ☐ Trade certification or equivalent | ☒ 3 year diploma/degree or equivalent | ☐ 3 year diploma / degree plus professional certification or equivalent |
| ☐ 4 year degree or equivalent | ☐ 4 year degree plus professional certification or equivalent | ☐ Post graduate degree or (e.g. Masters) or equivalent |
| ☐ Doctoral degree or equivalent | | |

Field(s) of Study:

Social Sciences or Education. Advanced studies in a field related to Special Education.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☒ No Additional requirements
- ☐ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional courses obtained by course(s) of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods, and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☐ Minimum of three (3) years	
☒ Minimum of five (5) years	A minimum of five years of practical experience working with individuals who have intellectual disabilities, acquired brain injury, or similar challenges which significantly impact learning. Work experience with students in a post-secondary educational environment. Demonstrated ability to manage projects.
☐ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring	
Key issue or problem encountered.	Assists students and staff through the problem-solving process in order to complete tasks, access services, resolve conflict, etc.
How is it identified?	Students ask for help Faculty report a problem with student performance or behaviour Learning specialists ask for help or identify a concern Families contact with questions Referral from other college services
Is further investigation required to define the situation and/or problem? If so, describe.	Consultation and fact gathering
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Gather information Communicate with all parties Seek out resources Facilitate meetings Provide guidance to student to resolve problem as independently as possible
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Other college services and support staff Program Manager Associate Dean Program coordinators / faculty CICE staff Website or service brochures

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Facilitating the admissions process to determine eligibility for the program
How is it identified?	Application / admissions process
Is further investigation required to define the situation and/or problem? If so, describe.	Consultation with Program Coordinator, Program Manager, Associate Dean, ISP Dean, Admissions, Recruitment and/or Registrar's Office
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Score application package Interview candidate Review references Report results to the Registrar's Office Track applicants and follow up as needed to facilitate the admissions process
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Established admission criteria and protocols Consultation with other Program Liaisons, Coordinator, Program Manager, Associate Dean, and Registrar's Office Scoring rubrics

	#3 regular & recurring
Key issue or problem encountered.	Acts as a resource when established individualized program of study is not meeting student needs
How is it identified?	- Complaints or referrals by other college staff/faculty - Review of student progress - Change in program scheduling
Is further investigation required to define the situation and/or problem? If so, describe.	Communicate with student, program faculty / coordinator and learning specialist, or other support staff to identify the source of challenge.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine if additional supports are needed. Advocate for rights of student. Provide information, training as needed for staff/faculty to meet the needs of the student. Negotiate a revision to the program of study if necessary. Re-align resources resulting from any change to scheduling.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Program Handbook Program Coordinator(s) Program Manager Associate Dean/Dean College Services Student Success Facilitator

School Offices
Schedules
Career Guide / website

3. Analysis and Problem Solving

Key issue or problem encountered.	#1 occasional (if none, please strike out this section) Student's prolonged non-compliance or lack of progress.
How is it identified?	Concerns raised by Learning Specialists, faculty, Student Success Facilitator
Is further investigation required to define the situation and/or problem? If so, describe.	Discussion with student. Data collection regarding attendance, homework completion, behavioural concerns. Consultation with service providers.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Consultation with Program Manager, Coordinator Associate Dean, Dean Review of data Establish clear expectations and monitor progress over time with regular reviews
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Past practice Consultation with Program Manager, Coordinator, Associate Dean College services

Key issue or problem encountered.	#2 occasional (if none, please strike out this section) Students / families report difficulty accessing college services (ex. online applications, etc.)
How is it identified?	Concerns raised by students, families, guardians, college staff
Is further investigation required to define the situation and/or problem? If so, describe.	-Discussion with college service departments -meetings to explain process to families/student
Explain the analysis used to determine a solution(s) for the situation and/or problem.	-Consultation with Program Coordinator, Program Manager, Associate Dean -review past practice of other colleges -monitor over time
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	-past practice -other CICE programs in the province -consultation with Program Coordinator, Program Manager, Associate Dean, -college services

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

#1 regular and recurring	
List the project and the role of the incumbent in this activity.	Assists in the planning and mapping individualized program of study for each student
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Collaboration Communication Understanding of student needs and college system Scheduling of students Understanding of Curriculum sequencing Interpersonal skills; negotiation and advocacy
List the types of resources required to complete this task, project, or activity.	Course outlines Timetables Program of study Schedules Program Manager Program coordinators, faculty Associate Deans
How is/are deadline(s) determined?	Scheduling deadlines as set by college and/or School office
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Student progress Program or schedule changes Changes can impact on learning specialists, tutoring schedules and placement opportunities for the student

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project, or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular and recurring

Facilitating the scheduling of timetables, schedules, and tutoring sessions to meet student needs and utilize staffing resources effectively

Multi-tasking
Collaboration
Understanding of staffing and student needs
Communication
Scheduling
Time management

Schedules from various Schools on campus
Student course selection
Previous learning specialist schedules
Knowledge of student needs
Timetables

Scheduling deadlines as determined by office
Changes occur – notice by program coordinator(s) and/or school office staff

School Office Staff,
Learning Specialist availability, space restrictions and/or placement schedule will necessitate changes – domino effect may force change in students' and learning specialist timetables

#3 regular and recurring

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project, or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether

Coordinating student services

Knowledge of college services / community services
Collaboration
Knowledge of student needs

Counseling and Accessibility Services, Ontario Colleges application services (OCAS), OSAP, Financial Aid, Program Manager, Associate Deans, Dean, Program Coordinator(s), team members, community agencies (ODSP, CMHA, FCMH, etc.)

Severity of student issue

Student progress or concerns
Learning Specialist reports concerns
Program Manager

these changes have an impact on others? Please provide concrete examples.

Program Coordinator
Associate Dean, Dean
Other college resources

Examples:

-unable to pay tuition, referral to financial aid office and/or Ontario Works
-unable to handle course load, discuss options and issues – scheduling, part-time vs full-time enrolment, effect on transcript, graduation requirements, OSAP, Financial grant, income, revise plan for program

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

#1 occasional (if non, please strike out this sections)

Ensuring missed material is made available

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Multi-tasking
Communication
Time Management
Prioritization
Scheduling

List the types of resources required to complete this task, project, or activity.

Student timetables
Knowledge of student needs
Knowledge of course/faculty requirements

How is/are deadline(s) determined?

Time of class or tutoring session (amount of notice given)

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Program Liaison in consultation with Program Manager, Program Coordinator, Associate Dean, Dean

List the project and the role of the incumbent in this activity.

#2 occasional (if non, please strike out this sections)

Coordinating bursary student duties and schedule

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Collaboration with college services
Scheduling
Communication
Directing activities and providing clear instructions
Monitoring progress

List the types of resources required to complete this task, project, or activity.

Manager(s) Academic Operations
Past practice
Program Manager
Program Coordinator
Associate Dean, Dean
Other program coordinators

How is/are deadline(s) determined?

Program liaison sets deadlines for tasks/activities

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Program Liaison in consultation with CICE staff, Program Manager, Program Coordinator, Associate Dean, Dean

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
☒	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Uses expertise to provide specialized support and guidance to CICE Learning Specialists and Placement Liaison. Actively contributes to ongoing skill development and knowledge of program stakeholders
☐	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
The program liaison is required to demonstrate initiative in the day-to-day operations of the CICE program including the review of applications, orientation of new students, development of individualized programs of study for students and planning for student needs. Program Manager and Associate Dean guides this work and the Program Coordinator is available to assist with challenges, but do not give day-to-day direction on activities.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Program Handbook Admissions Procedures Program Team Drive and Guidelines Provincial network of CICE programs CICE team members College services and staff	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Supervision by Program Manager Team meetings Feedback from college and community service providers Program Advisory Committee	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
- Individualized program of study in consultation with the relevant program coordinator - Individualized strategy for meeting learning needs of students in consultation with faculty, learning specialists, Student Success Facilitator and other support staff	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
- Change to admissions process - Behavioural contract or code of conduct issues - CICE Program changes - Learning specialist assignments in consultation with Program Coordinator - Instructional supply purchases - Team development needs -	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
- Tutoring schedule changes - Planning workshop / orientation events - Bursary student tasks/activities - Student advisement	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Admissions Process - applications are forwarded from the admissions office for review -some referrals from public and/or recruitment to assist applicants who are struggling to follow process	-assist applicants/families with process -review application package and score -conduct interviews with all applicants -determine eligibility based on established criteria -report results to registrar's office / admissions	Applicant Families of applicants Service providers (if applicable)	W – for critical period of 3-4 months
Create pathway for individual program of study -new applicant/student registers for the program	-admissions package and interviews narrow down an area of focus -seek information on program options from website, career guide -meet with program coordinator to negotiate a pathway -review and revisit based on progress	Student Families of students Program Coordinator(s) Program Manager	M
Request for help to resolve a student /program issue - Student or staff identifies a problem or makes a complaint or asks for help	-gather information -Communicate with all parties -Seek out resources -Facilitate meetings -Provide guidance to student to resolve problem as	Student CICE team member Faculty Program Coordinator(s) Program Manager Other service providers Public	D

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	independently as possible		
Promote the CICE program and advocate for student opportunities	-organize and conduct information sessions, public presentations, -prepare materials for recruitment events -present at professional development activities on campus for college staff/faculty -attend meetings	Potential students, families, public, Program Coordinator, Program Manager, college staff and faculty Associate Dean, Dean	M
Staff Scheduling - Adjustment	-receive communication from CICE staff requesting time off -determine plan for replacment support for students -communicate changes to students and staff -track staff absences for reporting	CICE Learning Specialists ISP Operations Staff Program Manager Students	D/W

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Email, phone, 1:1 meetings, small group discussion	Students Staff Faculty Program Coordinator Program Manager Public Associate Dean/Dean	D
Explanation and interpretation of information or ideas.	Team meetings discussions, student progress meetings, 1:1 meetings Summarizing /documenting student progress for graduation record	Students CICE team Faculty Program Coordinator Program Manager Associate Dean/Dean Support Staff in School Office	D
Imparting technical information or advice	Assisting applicants /families with application for program and OSAP online	Applicants Families Public OSAP office	M
Instructing or training	Provide training to small group of staff on curriculum modification, tracking system, or tutoring techniques Provide formal 1-2 hour workshop for faculty/staff about the program	Learning specialists Program Coordinator Program Manager	I
Obtaining cooperation or consent	Gaining student and faculty cooperation with program expectations.	Students, faculty, Program Coordinator(s), CICE staff Program Manager	D
Negotiating			

* D = Daily W = Weekly M = monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D			X	X		
Standing	D	X			X		
Walking	D	X			X		
Keyboarding	D		X		X		
Climbing stairs	D	X			X		

* D = Daily W = Weekly M = monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs.)

☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

Books, files, papers, orientation materials.

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing an individualized program of study.	As req'd		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing an orientation workshop.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☒ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Conducting needs assessments and interviews with students.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☐ No				

* D = Daily W = Weekly M = monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below)	Normal computerized office and educational environment.	D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
☒ travel	Occasional visits to placements or community agencies. Occasional participation in provincial CICE committee meetings.	I
☐ working in isolated or crowded situations		
☐ other (explain)		

* D = Daily W = Weekly M = monthly I = Infrequently