

**St. Lawrence College
Position Description Form (PDF)**

Effective Date: 21-Jan-2021

Campus: Tri-Campus
Incumbent's Name: Vacant (App D)
Position Title: Registration Services Officer
Payband: G
Position Number: 000000734
NOC Code: 13100
Hours per Week: 35
Supervisor's Name and Title: Jason Rose – Associate Registrar
Completed by: Laura Naumann – Registrar

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

Supervisor's Supervisor: _____

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 representation 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.

Under the direction of the Associate Registrar, the Registration Services Officer is responsible for the processing of post-secondary program and course registration, student records, student financials and related operations such as graduation eligibility audits, grade changes, drops/adds, withdrawals and monitoring of all academic regulations including fees related to registration activity.

This position works in a customer service capacity dealing with internal and external contacts of the College.) This position is the critical "front end" support for the College's enrolment management plan and has a significant impact on enrolment, retention and College finances.

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 time annually* |
|--|---------------------------------|
| <p>Records and Registration</p> <ul style="list-style-type: none"> ➤ Reviews course blocks/shells, credit values and billing to ensure accuracy in preparation for registration and ensures that proper fees have been assessed. ➤ Analyzes student transcripts/advisements for academic progression. ➤ Registers students into correct courses/blocks and monitors appropriate sectioning. ➤ Liaises with faculty regarding student records and progression identifying issues impacting the student's ability to progress to the next term and providing options for consideration and developing individual specialized timetables as necessary. ➤ Processes and monitors student program transfers and withdrawals to ensure accurate registration and enrolment statistics. ➤ Monitors and assesses student progression to subsequent semester, identifying and communicating any issues as appropriate. ➤ Liaises with sponsoring agencies (WSIB, HRSD, Community and Social Services, Band Offices) concerning sponsored students. ➤ Maintains and monitors student records for assigned programs from application through to graduation – processes mark changes, exemptions/transfer credits, direct entry/advanced standing and withdrawals. ➤ Provides Data lists for multiple departments in the College – Faculty (registration, GPA, transcript), Awards Officer (GPA, contact info, mail merges, transcripts), Athletics (registration – drug plan). ➤ Prints diplomas/transcripts, ensuring accuracy and consistency and identifies and corrects any anomalies. ➤ Creates new codes in Student Information System (SIS) (school). ➤ Provides registration/retention/grad rate date ➤ Transfers archived records to SIS, ensuring accuracy and completeness of records and identifies any data integrity issues. ➤ Data clean-up (SIS – PeopleSoft). ➤ Ensures registration is completed in a timely manner and enters into SIS correctly. ➤ Makes changes to student registration as required. ➤ Provides back up support for SSDC and CE registrations. ➤ Ensures duplicate records are merged into one student number. ➤ Identifies and investigates issues with student records such as grades and tuition fee and provides recommendations. ➤ Advocates for students that require special timetables or should have fees adjusted due to special circumstances. ➤ Explains fee structures, probation/dismissal status processes and procedures. ➤ Describes reasons for non-admission to program and suggests alternate courses of study. ➤ Explains how to log into the various student systems, trouble-shoots and | <p>40%</p> |

| | |
|--|-----|
| provides options and possible solutions for the student to pursue. | |
| <p>Student Financials</p> <p>Maintains student accounts receivable records, including:</p> <ul style="list-style-type: none"> ➤ Issues fee invoices through the SIS and liaising with two post-secondary students for third party sponsors and family sponsorship. ➤ Analyzes student accounts and initiates fee refunds. ➤ . ➤ Analyses and assesses student accounts ensuring the accuracy and currency of customer activity. ➤ Provides support to students with financial issues by recommending other resources or sources of funding available to students and referring students to internal College departments. ➤ Advises students on payment options. ➤ Responds to student queries regarding their accounts. ➤ Uses conflict resolution skills to de-escalate situations. ➤ Verifies and processes Account Adjustments including residence deposits/ internal requests/duplicates/and petty differences. ➤ Provides instruction to students on how to use, mySLC, SIS, student centre; and to faculty on how to use SIS. ➤ Explains fee rules and how they impact part-time and full-time students or students taking additional courses during a semester. | 30% |
| <p>Graduation</p> <ul style="list-style-type: none"> ➤ Analyzes student transcript/advisement to determine missing courses and liaises with program coordinators with exceptional situations. ➤ Prepares and maintains accurate grad data in SIS which produces Convocation book. ➤ Reviews and verifies grad book file for Marketing department. ➤ Generates data lists – Faculty, awards officer, etc. ➤ Assists with graduation ceremonies. ➤ Advises students that are missing program requirements on best course of action to obtain requirements to graduate. | 15% |
| <p>Special Projects and Processes</p> <p>Participates in a consultative role in the implementation of systems, processes, or special projects such as:</p> <ul style="list-style-type: none"> ➤ Testing ➤ Credentials processing ➤ Transfer Credit ➤ PLAR/CRN | 5% |

| | |
|--|----|
| <p>Conversion and Retention</p> <ul style="list-style-type: none"> ➤ Assists with Student conversion and retention activities as needed. May include one-to-one student academic advising, participation in open houses, information booths both on and off campus, and community events. ➤ Credit transfer & PLAR – advises students on possible opportunities. ➤ Liaises with Student Success Facilitators to promote student retention by proposing course and program options. | 5% |
| <p>Other Duties</p> <ul style="list-style-type: none"> ➤ As assigned. | 5% |

To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

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.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input checked="" type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3 year diploma / degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

Office Administration, Business Administration, Accounting, Public Relations or Marketing, or related

B. Check the box that best describes the requirement for 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 requirement 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 requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total 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 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
- Minimum of eight (8) years

| | |
|--|---|
| | |
| | |
| | |
| <input checked="" type="checkbox"/> Minimum of three (3) years | Demonstrated organizational skills in managing a large volume of information, and inflexible deadlines and work well under pressure at a variety of tasks. Excellent word processing skills and familiarity with automated office functions Experience with Microsoft Office including advanced skills using Excel and Word Experience with a student information system (i.e., People Soft/SIS) Ability to maintain confidentiality is essential. interpersonal skills that demonstrate the ability to be able to exercise good judgement when making decisions and high-level customer service skills /communication skills |
| <input type="checkbox"/> Minimum of five (5) years | |
| <input type="checkbox"/> Minimum of eight (8) years | |

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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. | A student asks to return to complete a program after an absence of one or more academic years. Upon review of the student record, it is determined that there are a number of issues/obstacles that must be further investigated and resolved before the student can return (i.e., outstanding balance, academic hold, collaborative learning plan with Dean/Associate Dean, non-academic hold, academic suspension). |
| How is it identified? | The incumbent reviews and analyzes academic history including archived records, financial account, special comments on student record, academic standing, GPA, transcript, current program of study in comparison to courses completed in previous program of study, consults with Dean/Associate Dean, Student Success Facilitator, Associate Registrar/Registrar. |
| Is further investigation required to define the situation and/or problem? If so describe | The incumbent must be able to determine any outstanding balance amounts, communicate with Dean/Associate Deans/SSF to determine if student eligible to return to the program and any conditions regarding their return (i.e., part-time only, new learning contract), payment in full, etc. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | The incumbent must determine any steps/actions that the student must take to rectify issues such as outstanding balances, meeting with SSF, Dean/Associate Deans, to determine academic eligibility to return. The incumbent must also investigate the courses that the student would be eligible to register in based on program of study, the number of years that can be taken to complete a program, course equivalencies with old program of study, etc. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | SIS, student accounts, Dean/Associate Dean, program of study, student success mentor, Registrar/Associate Registrar, Academic Policy Manual |

#2 regular & recurring

| | |
|--|---|
| Key issue or problem encountered. | Student's record or account is not correct. |
| How is it identified? | <ul style="list-style-type: none"> • Incumbent discovers during regular activity. • Staff, student or faculty identified. |
| Is further investigation required to define the situation and/or problem? If so, describe. | <ul style="list-style-type: none"> • There could be any number of issues, causes and solutions. Resolving these situations requires the incumbent to investigate the error. The problem could involve many different areas of the student's record or account and be impacted by numerous service areas and activities. The incumbent must recommend the best solution based on College policy and information provided by the SIS team. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | <ul style="list-style-type: none"> • Analyze the discrepancy and attempt to determine the cause or origin. • Determine if the issue is multi-dimensional and has reaching impact. • Does it involve other departments, and do they need to be informed? • What are some of the possible fixes? Use logic and experience to troubleshoot unknown causes and recommend a potential solution. |
| What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines). | <ul style="list-style-type: none"> • SIS, student accounts, Finance staff, potentially third-party sponsors or donors, Dean/Associate Dean, program of study, Registrar/Associate Registrar |

#3 regular & recurring

| | |
|----------------------------------|---|
| Key issue or problem encountered | A student has completed their first semester with multiple failures. They are eligible to progress into the second semester but is requesting a custom timetable. |
| How is it identified? | The student is identified through a mark audit process by manually comparing student transcript to program of study. RSO may also be made aware from Program Coordinator, student success and/or student contact. |

Support Staff PDF

Is further investigation required to define the situation and/or problem? If so, describe.

RSO needs to consider if the student is full-time/part-time as related to benefits, OSAP, student with and/or other sponsorship funding. RSO must determine if an upcoming Program of Study (POS) change will impact course availability. RSO must be aware of all options that would be available to the student and recommend best option that would expedite program completion.

| | |
|---|--|
| <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p> | <p>Liaise with coordinator, meet with student, RSO must review schedule sections, online options, etc. Determine potential financial impact on student's eligibility for financial assistance.</p> |
| <p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines).</p> | <p>Past practices, Academic Policy Manual, Continuing Education Staff, PLAR staff, Program Coordinator, Financial Aid, Finance staff, Student Services Staff</p> |

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

| | |
|--|---|
| <p>Key issue or problem encountered.</p> | <p>When clearing a student to graduate, it is discovered that the requirements have not been met and a clear advisement transcript cannot be obtained.</p> |
| <p>How is it identified?</p> | <p>Advisement transcript will state that a course(s) is missing.</p> |
| <p>Is further investigation required to define the situation and/or problem? If so, describe.</p> | <p>Check to see if the student has taken the course previously and received an 'F' grade. In this case, the advisement would pull the 'F' grade into the transcript. Review course substitution and transfer credit forms to see if student has credit for equivalent. Ask program coordinator if paperwork for substitution or transfer credit is outstanding.</p> |
| <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p> | <p>If the student has taken the course previously and received an 'F' grade, the Records department is notified to set the grade to 'ignore' on the system. If the student has an outstanding equivalent credit, this credit must be posted on PeopleSoft and a new advisement transcript must be provided if the student is missing the credit, the program coordinator is notified so that he/she can advise the student.</p> |
| <p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)</p> | <p>PeopleSoft Past practice Program Coordinator Records Department</p> |

Support Staff PDF

#2 occasional (if none, please strike out this section)

Key issue or problem encountered

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines)

| |
|--|
| |
| |
| |
| |
| |

#3 occasional (if none, please strike out this section)

Key issue or problem encountered

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines).

| |
|--|
| |
| |
| |
| |
| |

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.

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

#1 regular & recurring

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

Review of student academic record to analyze and determine if information is correct and complete in order to assess progression to next semester or for graduation eligibility. Program of Study and Program Overview Details must be reviewed to ensure that the student has met all program requirements to either progress to the next semester or to graduate.

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

At the end of each semester, incumbent must review mark submissions and transcripts to determine whether students have met all the program requirements and are either eligible to proceed to the next semester of study or are eligible for graduation. Incumbent must have sound knowledge of program of study content and program details, must have ability to identify and analyze missing information or errors on student records and transcript and must be able to deal with the student or faculty member diplomatically to resolve the problem

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

Consultations with faculty, students, Dean/Associate Dean/Associate Dean/Associate Deans.
SIS reports, transcripts, A/R reports, program details, program of study.
Course calendar, SIS Course Catalog, Academic Policy Manual

How is/are deadline(s) determined?

Academic Schedule determines semester start and end dates.

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

Incumbent in consultation with Registrar will discuss required changes and impact on others.

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.

#1 occasional (if none, please strike out this section)

| |
|--|
| |
| |
| |

Support Staff PDF

| | |
|---|--|
| How is/are deadline(s) determined? | |
| Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples. | |

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

#2 occasional (if none, please strike out this section)

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? And who determines whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or 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 |
|---------------------|--------------------------|---|---|
| X | <input type="checkbox"/> | Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students. | Must be sensitive to applicants, and must have the ability to question, investigate, and resolve complaints from students. Must be fully aware of Academic Appeal process and Academic Operational Policies and be able to explain process of reporting complaints through system |
| X | <input type="checkbox"/> | There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks. | Must assist applicants by providing help on use of on-line application and confirmation processes, interpretation of Academic Operating policies and other College services. Must provide direction to faculty members regards grades processing, withdrawal processes, and transfer credit procedures. |
| X | <input type="checkbox"/> | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities. | Provide students advice and direction on financial options to develop payment plans which ensure that accounts are paid, that the student's financial situation is respected, and that the enrolment of the student is not jeopardized. The Student Accounts Department balances the needs of the student and the College so the debt is paid and the student is retained. Responsible for processing grade audits/advisements for progression so that students can be registered in courses, financial aid records can be processed, and class sections can be allocated and scheduled, etc. Determines workflow and execution of specific processes so that other areas, such as financial aid can perform their duties and meet timelines in order to |

provide services to students.

Support Staff PDF

| | | | |
|--------------------------|--------------------------|--|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 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. | |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 the 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) |
| Day to day activity is performed independently following guidelines and past procedures. Verbal or written requests with timeframes are provided for new or special projects. Direction is solicited by RSO regarding maximum number of offers to be made and any changes in selection criteria. | Written instructions regarding new processes developed in SIS |

| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
|---|--|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Incumbent refers daily to published program requirements, academic equivalent references, OCAS guidebook, Academic Operating Policies. Must also refer to SIS documentation for execution of specific processes. Must be aware of general information pertaining OSAP policies, procedures and application. | |

| How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)? | |
|--|--|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Work is performed in accordance with general procedures and past practices. The incumbent generally works independently with periodic input from supervisor. Some work is reviewed in process by discussion or by exception. | Registrar would be consulted in exceptional cases. |

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) |
| Student fee adjustments Mark changes Transcript interpretations PLAR, exemption, transfer credit requests OSAP eligibility Program coordinator Student success facilitators Incumbent works with minimum supervision and makes decisions within the scope of the position's expertise. Will contact others to gather information to determine if a decision can be made | |

| | |
|--|--|
| 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) |
| Conflicts with students or staff Workload, priority, or deadline issues Unresolved applicant or student disputes (i.e., verification of credentials of an applicant, student problems with marks or fees). Questions about student record confidentiality Changes in established procedures Refunds for students with extenuating circumstances Waiving course prerequisites | |

| | |
|---|--|
| Describe the type of decisions that would be decided by the incumbent. | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Incumbent reviews transcripts and makes recommendations to Coordinators regarding who is eligible for program progression or graduation. Makes student referrals to Counselling or SSF | |

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 the 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 fulfil 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? | | |
| <p>Clients come to office, phone, fax, email or write requesting information about their admission status, fees, registration, marks, withdrawals, Financial Assistance, etc.</p> | <p>Inquiries are handled by Registration Services Officer responsible for applicant/student's program. Incumbent must determine the nature of the problem and research answer or resolve problem by self or by collecting information from another source in the College. Incumbent must ensure that client receives response as quickly as possible.</p> | <p>Applicant, Student, Parent, Guidance Counsellor, Faculty Member, Student Success Facilitator, Program Coordinator, RSOs Supervisor, Financial Aid Officers, Dean/Associate Deans</p> | <p>D</p> |

Support Staff PDF

| | | | |
|---|--|---|----------|
| <p>Incumbent recognizes from review of transcript or is advised by applicant/student that advanced standing, transfer credit, PLAR credit may be warranted.</p> | <p>Incumbent meets with coordinator to determine advanced standing, transfer credit or PLAR credits. Must relay this information to applicant/student.</p> | <p>Coordinators, applicants, students</p> | <p>W</p> |
| <p>Sponsoring Agency calls requesting information about their sponsored student.</p> | <p>Must ensure that sponsorship release of information is signed before discussion regarding fee payments, verification of enrolment or marks.</p> | <p>Sponsoring Agencies</p> | <p>W</p> |
| <p>External partners (ie. Other colleges and universities, professional associations) request information pertaining to students</p> | <p>Must ensure that accurate information is forwarded to the organization in a timely manner and in a secure manner</p> | <p>Student, other organization</p> | <p>W</p> |
| <p>Written or verbal request from a student who would like to withdraw either from a program or a course.</p> | <p>Retrieve student file and process withdrawal. Advise student regarding whether they will receive refund. Advise student mentor, faculty, Dean/Associate Dean/Associate Dean/Associate Dean, Financial Assistance of withdrawal.</p> | <p>Student, student success mentor, faculty, Financial Assistance, Dean/Associate Dean, Program Coordinator</p> | <p>D</p> |

Support Staff PDF

| | | | |
|--|--|---|----------|
| <p>Receives customized timetable request from student, mentor, or Program Coordinator to develop customized timetable for student as a result of student having special needs, specific requirements, failing past courses, not having prerequisites, or receiving transfer credits or exemptions.</p> | <p>Reviews and analyzes what courses the student requires to complete program requirements. Determines if the courses can be taken in the current semester based on course(s) availability, seats available in the course(s), the course(s) fitting in student's current timetable, if it will negatively impact funding requirements (i.e., must be full-time to receive osap) and if student has prerequisites. The incumbent must be aware of current program of study requirements, past requirements of same program, and potential changes to program requirements in future semester(s). The incumbent must be able to ascertain if the student's timetable can be adjusted to accommodate the new course(s).</p> | <p>Student, Student Success Mentor, faculty, Financial Assistance, Dean/Associate Program Coordinator</p> | <p>D</p> |
|--|--|---|----------|

* 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)* |
|----------------------------|---------|----------|-------------------------|
|----------------------------|---------|----------|-------------------------|

Support Staff PDF

| | | | |
|--|--|--|----------|
| <p>Exchanging routine information, extending common courtesy</p> | <p>Provides general/specific information on the College and programs of study in response to questions that are received in person or by phone or email. Must be aware of privacy policy and legislation and provide information accordingly. Must be able to effectively communicate privacy legislation guidelines to parents, etc. when receiving requests for information pertaining to their children/students.</p> | <p>Applicants, Students, Staff, members of the community</p> | <p>D</p> |
| <p>Explanation and interpretation of information or ideas</p> | <p>Explains program progression requirements, graduation criteria, etc. Explains and interprets reason for progression decision to student, parent Must be able to interpret the request being made and provide appropriate information. Must be able to describe and define terms and complex concepts so that the requestor understands information and/or decisions that were made. Freedom of Information – Must explain to individual requesting information why information regarding a student cannot be given out without the student's written consent.</p> | <p>Student, parent, Counsellor,</p> | <p>D</p> |
| <p>Imparting technical information and advice</p> | <p>Interpreting student account transactions Instructing on SIS Student Information System and Multiview Explains College/department policy;</p> | <p>Students, Co-workers, Admissions staff, Financial Aid staff</p> | <p>D</p> |
| <p>Instructing or training</p> | <p>provides advice and direction on financial options to arrange payment plans.</p> | | |
| <p>Obtaining cooperation or consent</p> | | | |
| <p>Negotiating</p> | | | |

Support Staff PDF

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, 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 |
| Lifting boxes of publications | I | X | | | X | | |
| Prolonged sitting | 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 or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

| |
|--|
| |
| Lifting of boxes of publications, mailings (I) |
| |

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 a task and the duration of the task, including breaks (e.g., up to 2 hours 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 mins | Long up to 2 hrs | Extended > 2 hrs |
| Visual Concentration – assessing and processing of registrations/student accounts and assessing progression | D | | | x |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – steady stream of traffic and constant noise in office area, visits from faculty, students, other staff, especially during semester start-up | | | | |

| Activity #2 | Frequency (D, W, M, I)* | Average Duration | | |
|--|----------------------------|--------------------|---------------------|---------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Auditory concentration when dealing with telephone and in-person inquiries, especially with individuals whose first language is not English | D | | X | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No | | | | |

| Activity #3 | Frequency (D, W, M, I)* | Average Duration | | |
|--|----------------------------|--------------------|---------------------|---------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Careful attention to detail when reviewing transcripts | D | | | X |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> 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)* |
|---|---|-------------------------|
| <input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below) | Standard office environment | D |
| <input type="checkbox"/> accessing crawl spaces/confined spaces | | |
| <input checked="" type="checkbox"/> dealing with abusive people | Frustrated/agitated Student, parent or member of the public makes derogatory comment because the College has not accepted into a program, fees, mark issues, withdrawal/refund policy, etc. Incumbent must be skilled in defusing volatile situations while maintaining a customer-service focus. | W |
| <input type="checkbox"/> dealing with abusive people who pose a threat of physical harm | | |
| <input type="checkbox"/> difficult weather conditions | | |
| <input type="checkbox"/> exposure to extreme weather conditions | | |
| <input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers) | | |
| <input type="checkbox"/> handling hazardous substances | | |
| <input type="checkbox"/> smelly, dirty or noisy environment | | |
| <input type="checkbox"/> travel | | |
| <input type="checkbox"/> working in isolated or crowded situations | | |
| <input type="checkbox"/> other (explain) | | |

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