St. Lawrence College
Position Description Form (PDF)

Effective Date: April 17, 2013

Reviewed: May 2018

Campus:	**Kingston**
Incumbent's Name:	**Vacant**
Position Title:	**Learning Specialist, CICE Program**
Payband:	**H**
Position Number:	
NOC Code:	
Hours per Week:	**Up to 24 hours per week**
Supervisor's Name and Title:	**Crystal Wood, Manager Academic & Campus Operations**

Completed by:

Signatures:

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

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 Learning Specialist assists students in the Community Integration through Cooperative Education (CICE) program to maximize learning potential. The incumbent advocates, intervenes and acts on behalf of the CICE student with faculty, other College students, and College-wide services. Based on the student's aptitude and skill assessment, the Learning Specialist is responsible for recommending modification of course outlines, tests, and assignments in collaboration with the faculty. The Learning Specialist attends classes with students and conducts tutoring sessions. This position reports to the CICE Manager but works under the guidance of the CICE Campus program liaison. The incumbent champions an inclusive approach to the students' college experience.

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*
Acts as a liaison between students, college faculty and staff by: • Providing a smooth transition into college/academic life. • Attending classes with the student to promote smooth integration with other students and classroom teacher. • Planning modification/accommodations of curriculum objectives to fit student needs, pending faculty approval. • Providing classroom support such as note taking, lab support, facilitation of group work and advocating the students' concerns • Promoting inclusion of the CICE students in the classroom and College life	50%
Support students by: • Preparing and supplementing class material for student use • Determining techniques and tools to utilize for individual/group tutorial sessions based on the best fit for each individual student • Using the computer and various computer programs to assist students in the learning process. • Setting up and assisting with the use of adaptive equipment when needed. • Developing skills profile for each student for each of their courses. • Modifying tests and assignments to meet individual student needs, develop study guides, review questions or project outlines and forward to faculty for approval • Assisting students to access appropriate college resources (Financial Aid, Special Needs services, Academic Counseling). • Monitoring absences and escalating to Program Liaison / Manager as appropriate • Invigilating tests and exams (including verbal testing in alternate area from class) • Working closely with faculty, support staff, program liaison and CICE student to modify and support existing curricula (outlines, tests, assignments) that meet the student's learning styles/needs in accordance with the student's assessed skill and aptitude. • Preparing written summaries of student's achieved outcomes and progress based on results provided by faculty (copy to student file)	40%
Working with the CICE team, the incumbent assists with the admissions process by: • Assisting with applicant interviews and student orientation sessions and/or information sessions as needed.	4%
Assists with fieldwork placements by: • Assisting in student progress through team meetings. • Assisting with selection of appropriate learning opportunities and student orientation to placement as required.	2%
Assists with the continued success of the CICE program by: • Promoting the program to agencies, schools, employers and/or businesses. • Tracking/filing and recording program documents and other pertinent program information for future reference by staff. • Meeting with staff and faculty periodically to review protocol and discuss new or revised approaches.	2%
Other related duties as required.	2%

	100%

* 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:

Educational Assistant, Developmental Service Worker, Social Service Worker or studies in Behavioural Science, Autism, Social Science.

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	Experience working with persons with developmental disabilities, persons with significant learning challenges. Background must include experience in a teaching/tutoring environment and the proficient use of standard computer applications and assistive/
☐ Minimum of five (5) years	
☐ 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.	Modification/accommodation of course outcomes and/or objectives to address the student's learning challenges.
How is it identified?	Assessment of student's learning style. Research the developmental or learning challenge.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Discussion with CICE staff and program coordinator / program liaison as to the level of modification required to meet course outcomes.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Assess student's learning/abilities. Identify ways to meet objective at current level. Modify courses and assignments to meet objective. Evaluate modification on a daily basis and adjust accordingly to meet student needs, capabilities, learning style, and limitations.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	Past practices. Past assessments from other learning institutions and/or sponsoring agencies.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Creating and using a variety of tutoring techniques and software programs to support student learning.
How is it identified?	Discussion and assessment of student's learning style. Student's past educational history and past successful accommodations for learning.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Meeting with student; discussion with CICE coordinator / program liaison; use of best practices guidelines.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Based on assessment, design tutoring sessions to meet student learning needs. Use best practice guidelines and assess student learning/abilities. Research delivery options. Identify ways to present information. Develop and design tools on a daily basis and adjust accordingly to student needs, capabilities, learning style, limitations.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	Past practices. Use of course workbooks, study guides.

	#3 regular & recurring
Key issue or problem encountered.	Classroom support for CICE students.
How is it identified?	Review assessments and discuss with student. Review past supports.
Is further investigation required to define the situation and/or problem? If so, describe.	Review profile upon admission to the program.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine student needs/disability. Determine need based on student, class and instructional format. Assess student in the classroom setting. Evaluate support on a daily basis and adjust according to student need, capabilities, learning style, limitations.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	Student profile. Best practices guidelines for note-taking; use of audio-visual, test-taking guides. Admissions interview information.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	The incumbent prepares a summary based on faculty results of progress
How is it identified?	Requirement/expectation of the incumbent to provide summary and documentation on the competency of skills
Is further investigation required to define the situation and/or problem? If so, describe.	no
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review of records, i.e. tests, assignments, evaluations and feedback - Summarize what knowledge and skills the student has successfully acquired in a particular course and put these into a skills profile - Each CICE student will have a skills profile which will provide a 'snapshot' of the courses taken and the skills acquired during the program (taken from summary report) - Once approved by the faculty/program liaison, the student will be given this upon graduation - The skills profile will be helpful to the student to present to future potential employers as evidence of his or her capabilities
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	Consult with faculty and/or program liaison. Completed tests and assignments. Field placement feedback. Prior course summaries.

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.	Preparing class material for student use. Planning for tutoring and testing and assignments for assigned CICE students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	- Time management - Collaboration - Needs assessment - Problem Solving The incumbent will prepare modified material by referring to the course outline and individual accommodations as approved by the faculty and/or program liaison. The incumbent must prioritize work to ensure materials are ready for each class/student.
List the types of resources required to complete this task, project or activity.	- Classroom / meeting space - Time to prepare - Knowledge of students needs - Test, assignment or class materials given by the professor
How is/are deadline(s) determined?	- Faculty set deadlines and learning specialist may request change depending on student modification needs - Learning specialist
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.	Learning Specialist Examples: 1. Student cannot proceed with each step of an assignment without materials from LS 2. Student cannot study without notes/review with LS 3. Without guidelines and direction from LS student may not complete tasks

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Summarize student skills/competency records.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Professionalism in oral and written communication skills Collaboration The incumbent will use results of evaluations completed by faculty to summarize the adaptation of the course outcomes as to the competency/skills achieved by the student.
List the types of resources required to complete this task, project or activity.	Skills profile Student evaluations completed by faculty Project/lab/field evaluations completed by faculty
How is/are deadline(s) determined?	Records are continually reviewed and maintained to aid in final summary at the end of the semester
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.	Learning specialist / CICE team / CICE program liaison

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	Coordinating individual student plans
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Multi-tasking Collaboration Understanding of student needs Communicating The incumbent initially will review the students' abilities by reviewing documentation, conducting assessments, one-on-one meetings, etc. The incumbent will review the scheduled courses and develop recommendations for modifications and liaise with the faculty as required to discuss learning outcomes, modifications, expectations, assignments, approvals, etc. Schedule tutoring sessions for assigned student(s) and track homework, assignments, tests and advise/follow-up with student.

List the types of resources required to complete this task, project or activity.	Course outlines Student schedule Faculty member for each course CICE team and program liaison Departmental protocols Classroom or meeting space for tutoring sessions
How is/are deadline(s) determined?	Based on course outcomes and modification required
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.	The incumbent will determine based on the students' needs and abilities if more or less follow-up/assistance is required.

4. Planning/Coordinating

	#1 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Encouraging students to attend/participate in student association events, clubs and activities
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent continually stays current with campus/student life activities via review of email, websites, promotional materials, bulletin boards, word of mouth, etc. The incumbent facilitates students' interaction with others within group settings.
List the types of resources required to complete this task, project or activity.	Notification of campus activities via email, websites, promotional materials, bulletin boards, networking with colleagues and campus departments.
How is/are deadline(s) determined?	Refer to student schedules to determine availability to attend events.
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.	The incumbent in consultation with the Program Liaison.

	#2 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Assist Program Liaison / manager with Marketing and promotion of the program. Providing student/family orientation sessions.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Assist in the design and delivery of workshops or orientation sessions to families, guidance counselors or Community agencies when required. Thorough understanding of program and college community.
List the types of resources required to complete this task, project or activity.	Previously developed resources and information packages. Update or revise resources as required.
How is/are deadline(s) determined?	As assigned by Associate Dean / Program Liaison / Manager As requested by community or family
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, Manager, and/or Associate 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 makes recommendations for modification of course outcomes, tests, assignments, etc. Accompanies students in the classroom environment; records (note taking) lecture notes, provides support in the use of technology, plans and conducts tutoring sessions, follow up regarding progress with homework, assignments and studying. Collaborates with faculty and/or program liaison, student services staff, to discuss current accommodations and recommended modifications based on individual student requirements. Assists student in decision making and priority setting to organize assignments.
☐	☐	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.	
☐	☐	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)
Course review of skills profile, course outline (outcomes, assignments, tests) and modifications made according to student ability. The program liaison assign student class/tutoring schedule to the incumbent. The incumbent pursues the course outline, course text and initiates a one-on-one meeting with the course faculty.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Training and protocol for assisting students. Course outlines, program information. Previous knowledge of student. Past practices of the other CICE programs. Learning Specialist Handbook (including modification examples) Knowledge of a variety of supports used in the classroom, decided by student learning needs. Notes for courses. Other team members. Approval from faculty and/or program liaison.	

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)
Team meetings Discussions with Associate Dean, faculty, manager, coordinator, and/or CICE program liaison regarding student learning needs.	

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)
Incumbent will consult with colleagues, faculty and/or Program Coordinators / CICE program liaison / manager to seek approval regarding various accommodations and support for the student.	

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)
Decisions would be reviewed by exception in cases relating to progress of the student, decisions on course of action with faculty Curriculum changes. Health and safety issues. Student's prolonged non-compliance or lack of progress. Course implementation issues / challenges	Issues which may have implications to the college reputation. Concerns than cannot be resolved with team members or team lead. Recommendations for learning contracts. Recommendations for program changes.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Accommodations/ modifications to fit student learning Day-to-day operation of student's program according to student needs Approaches to learning to the benefit of the student.	

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?		
Student support – CICE Program Liaison will assign 1:1 assignments. Typically incumbent will consistently work with the same students for the duration of the academic year.	-by reviewing documentation i.e. high school and entrance documentation or CICE course appendices from prior semesters, the incumbent will discuss initial modifications with the program coordinators and/or faculty -by observation of how students perform assigned tasks and through assessment quizzes the incumbent will provide recommendations and collaborate with faculty and/or CICE program liaison on subsequent modifications -prepare individualized tutoring plans -incumbent will conduct regularly scheduled tutoring sessions and monitor progress -re-evaluate and adjust individualized and general tutoring plans as required	Students, faculty and program coordinator	D
Promote the CICE program and orientation of students, families and faculty to program.	-participate in the planning and execution of Information nights, provide campus tours, assist with open house events, assist with orientation workshops	Potential students, new students, families, public, college staff and faculty	I

* 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	Provide course and program information	Students Faculty CICE team	D
Explanation and interpretation of information or ideas.	Explain course objectives to CICE student. Reviewing progress with faculty and CICE team. Assist with individual lessons, give instructions, complete skills profile	Students Faculty CICE team	D
Imparting technical information or advice	The incumbent imparts technical information to the students to ensure student learns the skills and knowledge required for the course they are taking	Students	D
Instructing or training	Tutoring	Students	W
Obtaining cooperation or consent		Students	W
Negotiating			

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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 (lab, shop, kitchen)	D			X	X		

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

☒ Light (up to 5 kg or 11 lbs.)	Course materials. Dependent on subject area. Student should be doing the activity but Learning Specialist may at times assist or demonstrate.
☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)	
☐ Heavy (over 20 kg. or 44 lbs.)	

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
Taking lecture notes for the student	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
Tutoring student – reading text, using supportive software if necessary	D		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
When administering tests, questions may be paraphrased to meet stduent's needs	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

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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	Office or classroom	D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☒ dealing with abusive people who pose a threat of physical harm	Some students may have mental health issues or anger management problems that result in physically acting out frustration	I
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☒ smelly, dirty or noisy environment	Machine shops or technology labs	I
☐ travel		
☐ working in isolated or crowded situations		
☐ other (explain)		

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