

**CLASSIFICATION PLAN**

**PROFESSIONAL STAFF**

**GENERAL AND VOCATIONAL COLLEGES**

**2012 EDITION**

NOTE

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## **INTRODUCTION**

### Employment groups

An employment group is a ranking unit in the classification system used to classify a set of jobs with common characteristics in terms of the nature and complexity of the work involved, and the qualifications and skills required.

### Category of professional jobs

For the purposes of the College job classification system, the category of professional jobs includes jobs normally requiring an undergraduate university degree, with the characteristics described hereafter for the professional level job.

### Definition of professional level job

Professionals are responsible for realizing objectives and implementing policies and programs defined by the College for a specific sector of activity, in accordance with the standards fixed as to the results to be obtained, which they have to report on.

They may choose the means, methods and processes whereby they realize the objectives of the programs for which they are responsible, provided they comply with the applicable overall practices and procedures of the College and its administrative and educational framework.

They give advice to executive staff in these sectors of activities on the evaluation of needs, setting of objectives, devising of policies and development and adaptation of projects directly linked to programs to be realized in their own sector or sectors of activities.

They stay abreast of research, innovations and changes relating to their employment group.

They may be called upon to take part in studies and other work as members of multidisciplinary teams, and to lead these teams.

They may be called upon to plan, distribute, coordinate and exercise functional supervision of the work realized by teams comprising among others, professional, support and teaching staff, who are involved in realizing activity programs for which the professionals are directly responsible. The professionals ensure everything runs smoothly and report on the operations.

They may be consulted about staff evaluations in their service, as part of the College's institutional policy on evaluation.

### Required qualifications

The required qualifications for performing the jobs, as defined in the classification system, constitute the minimum requirements.

They are usually defined in terms of training (university degree based on the system currently in effect at Québec universities), but occasionally also in terms of legal requirements.

The training that a person requires in order to hold a professional job corresponds with the educational level, certified by a university degree, constituting the minimum level of knowledge required to properly perform the functions of this professional job.

The College is responsible for determining the field of specialization appropriate for the particular job.

### Principles regarding the application of the system

In order for a job to be classified in a particular employment group, the tasks described by the College for the job must correspond with the nature of work and characteristic duties of this employment group.

The characteristic duties are examples of tasks to facilitate the identification of the appropriate employment group. Therefore, an employee does not have to carry out all these duties or work in all the sectors of activities described in an employment group in order that his job be so classified.

However, the fact that an employee occasionally performs a characteristic duty of another employment group is not sufficient to justify classification of the employee in this group, if his main regular tasks fall within the characteristic duties of his own employment group.

Moreover, the description of the employment groups do not necessarily make specific mention of all the characteristic duties or all the sectors of activities covered by the jobs in these groups. An individual College may add duties and sectors of activities related to its institutional directions and specific needs.

### Content of employment group description

The characteristics described for a standard professional level job apply to each employment group listed in this document.

The particular description for each employment group deals with the nature of the work specific to this group, and with the required qualifications, and comprises, for illustration purposes only, a non-exhaustive list of characteristic duties.

Performing characteristic duties of the various employment groups may involve using

List of professional employment groups

Academic advisor  
Academic and vocational information counselor  
Adapted services counsellor  
Administration officer  
Analyst  
Communications counsellor  
Counsellor in re-education  
Financial management officer  
Guidance counsellor (or counsellor in academic training)  
Librarian  
Pedagogical counsellor  
Psychologist  
Social worker (or social service officer)  
Specialist in teaching methods and techniques  
Student life counsellor

## **ACADEMIC ADVISOR**

### **Nature of work**

The job of academic advisor involves more specifically functions of advising, assisting, leading and informing students in matters pertaining to their academic path. The job also involves functions of advising teaching staff and executive staff about teaching programs and the academic path of students.

### **Some characteristic duties**

Academic advisors counsel and inform students about their choice of program and the courses making up their program of study, dispense advice to students who want to switch programs or specialties, or give up courses, and explain what the consequences are. They inform students about the *Règlement sur le régime des études collégiales* and the College's educational policies.

They analyze student records, identify causes or risks of failure or dropout, suggest appropriate assistance measures for these situations, and monitor and report on these topics at regular intervals to the head of their service.

They design, organize and lead, together with the other stakeholders involved, activities fostering the academic path of students.

They provide intake, information and referral for students seeking recognition of prior learning and competencies and advise them accordingly. They liaise with evaluators.

They examine student records for admission purposes and educational profiles with a view to issuing certification of studies.

They may be called upon to counsel students with particular needs.

They may be called upon to collaborate with the teaching staff and other stakeholders concerned in elaborating, implementing and revising the College's success plan with a view to improving pass rates and graduation rates.

They may be called upon to undertake research into academic achievement and interpretation of data concerning the student's academic path.

They may be called upon to take part in various information meetings dealing with program content.

They may be called upon to take part in various program committees.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

education;  
guidance counselling;  
academic and vocational information;  
psychology.

## **ACADEMIC AND VOCATIONAL INFORMATION COUNSELLOR**

### **Nature of work**

The job of academic and vocational information counsellor involves more specifically functions of assisting students, individually or collectively, in their choice of academic and career path by processing, distributing and presenting information about academic programs, the job market and careers, and their requirements.

### **Some characteristic duties**

Academic and vocational information counsellors analyze the academic and vocational information needs of students and the College community.

They take part in elaborating and implementing academic and vocational information services, adhering to the College's directions and success plan.

They organize various activities in order to inform students about the programs available and the job market.

They analyze, evaluate, adapt and distribute academic and vocational information for students.

Working with the other stakeholders concerned, they develop and lead activities fostering the personal growth and academic achievement of students.

They counsel students about university admission procedures, quotas and the existing job openings for the various types of training programs.

They stay in constant touch with representatives of universities, Colleges, the job market and institutions involved in education and training.

They may be in charge of organizing and operating a documentation centre about the academic, career and job market world.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

academic and vocational information;  
guidance counselling.

## **ADAPTED SERVICES COUNSELLOR**

### **Nature of work**

The job of adapted services counsellor involves analysis, support, facilitation and advisory functions regarding students with disabilities. They collaborate in the planning, development, implementation and evaluation of the organization and offering of services to these students, in addition to ensuring intake, referral and learning support functions.

### **Some characteristic duties**

Adapted services counsellors participate in the detection of students with difficulties. They evaluate the needs and strengths of the students who request services or who are referred to them by the teachers or other stakeholders. They gather information, meet the students individually or in groups, use the appropriate tools and, as needed, refer them to the College's other specialized resources.

They assist students with disabilities in the development of their autonomy and favour the use of their personal resources to deal with problem situations. They establish intervention plans, ensure their implementation, make the necessary adjustments and propose recommendations or accommodations. They ensure that the environment and the pedagogical and technological tools are adapted and propose strategies to favour their learning, perseverance and success.

They assist and advise teachers in their pedagogical and relational interventions with the students concerned explain the accommodation measures envisaged and agree on their application.

They participate in case studies within a multidisciplinary team. They establish and update the records of students with disabilities within their sector.

In collaboration with the other stakeholders concerned, they develop and lead activities that facilitate the personal and academic path of students with disabilities.

They plan and organize community awareness and information activities.

If necessary, they refer students to other professionals or agencies, such as the health and social services centres and community organizations, and ensure follow-up of the files with them.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly in special education.

## **ADMINISTRATION OFFICER**

### **Nature of work**

The job of administration officer involves more specifically realizing day-to-day administrative programs and processes for one or more College services.

### **Some characteristic duties**

Administration officers take part in elaborating the College's policies, regulations and guidelines. They draft, plan, apply and update administrative procedures and processes associated with the smooth running of everyday operations for one or more College services.

They take part in the identification of human and physical resources needs in their sector of activity. They make recommendations about standards and procedures appropriate to the needs identified and evaluate the outcomes.

They counsel and assist executive staff, collaborate with professional, support and teaching staff, and ensure current policies, regulations and guidelines are followed.

They design various statistical reports, and conduct studies, analyze records, contracts, agreements and other documents; they give advice and make recommendations about correcting and updating them.

They prepare contracts and agreements, and supervise their application.

They collect or pass on various information or data to ensure the administration runs smoothly.

They may be called upon to take part in organizing internships. Therefore, they may be called upon to inform and counsel employers in this area.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly administration.

## **ANALYST**

### **Nature of work**

The job of analyst involves more specifically the analysis, development, coordination and monitoring of systems, methods and processes in connection with, among others, processing of information by computer or other means, organization and administrative operation, and communication structures, with a view to efficient use of the College's resources.

### **Some characteristic duties**

Analysts evaluate needs in their field of activity, collect information from users and identify potential problems. They design and develop programs and make recommendations with a view to solving identified problems.

They coordinate and ensure program implementation and updating, make sure deadlines are respected and propose the necessary corrective steps. They document every step in systems development and draft the specifications.

They conduct prospective and compatibility studies and, where necessary, determine ways of integrating new, user-friendly products (hardware and software) into the College's IT processes.

They take part in elaborating standards and procedures for their sector of activity, applying them, and ensuring they are respected.

They counsel and support executive staff in the various services about the acquisition of hardware and software, organization of classrooms, distribution of tasks, and work methods and processes.

They organize and lead, for the staff concerned, training and professional development sessions, and undertake the related evaluation and follow-up.

They may be called upon to collaborate on designing, developing and updating the College's website and intranet.

They may be called upon to manage the College's computer networks.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

computer science;  
management information systems (MIS);  
computer engineering;  
administration.

## **COMMUNICATIONS COUNSELLOR**

### **Nature of work**

The job of communications counsellor involves more specifically taking part in the design and realization of policies concerning College communications. Communication advisors are responsible for designing and realizing communication strategies supporting the College's institutional directions, to ensure students, staff, parents, partners and other different clienteles as well as the general public, are better informed, using various channels of communication.

### **Some characteristic duties**

Communications counsellors give advice and support to all services as regards implementation of communication policies, strategies and activities. Consequently, they may be called upon to develop, design and draft promotional material, as well as distributing it to the various audiences concerned.

They select, collect and summarize or adapt information for presentation to a target population and establish communication channels with the College's various services, in order to stay informed about their activities and respond to their needs.

They take part in the writing of speeches and texts for conferences and informal meetings, for the executive staff of the College.

They prepare press files and elaborate communication plans based on the College's needs and target audiences, and evaluate the results of communication strategies and methods used.

They plan, organize, lead or coordinate various public relations, promotional and recruitment activities.

They collaborate on designing, developing and updating the College's website and intranet.

They may be called upon to write corporate documents.

They may be called upon to revise documents relating to their sector of activity.

They may be called upon to cultivate and maintain media contacts and act as the College's public relations representative.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

communication;  
journalism.

## **COUNSELLOR IN RE-EDUCATION**

### **Nature of work**

The job of counsellor in re-education involves more specifically functions of clinician with leading and counselling functions in connection with the mental health of students and their personal and academic development.

Counsellors in re-education provide reception and referral for students, directing them to the appropriate internal and external resources of the College.

### **Some characteristic duties**

Counsellors in re-education help individual students to use their own resources in coping with a problem situation. They create a climate conducive to the integration of an experience.

They use the standardized, recognized tools, conduct interviews and make observations, if necessary. They analyze and interpret the observations and data collected.

If necessary, they refer individual students to other organizations such as community health services, social service centres or hospitals.

They take part in case studies within a multidisciplinary team.

Collaborating with the other stakeholders concerned, and as part of the College's success plan, they plan, develop, implement, lead and evaluate activities fostering the personal growth and academic achievement of students.

On request, they help teaching staff to gain a fuller understanding of the relational aspect of teacher-student interaction.

They develop and maintain contacts with representatives of the health and social services network and other partner organizations in their own area of competence.

They prepare and update records, adhering to the standards of their profession and the College's by-laws.

They may be called upon to intervene in order to defuse crises or emergency situations and suggest avenues for resolving them.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly psychology.

## **FINANCIAL MANAGEMENT OFFICER**

### **Nature of work**

The job of financial management officer involves more specifically realizing the College's financial activities and assisting the various services with financial management.

### **Some characteristic duties**

Financial management officers design, analyze, evaluate and apply professional techniques associated with accounting, financial and statistical operations.

They analyze revenue and expenditure items and receive and analyze budget requests.

They elaborate and apply standards and procedures for their own sector. They perform the necessary projections for determining operating costs, monitor accounting operations and oversee the budget.

They prepare and supervise accounting entries. They verify the compliance of accounting operations. They ensure that accounts payable and accounts receivable are verified, and take any appropriate measures required.

They design and develop work tools for budget planning or monitoring, for the staff concerned.

They may be called upon to prepare, or take part in the preparation of financial statements.

They may be called upon to take part in developing and updating specific computer programs.

They may be called upon to coordinate operations in the payroll service.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

business administration;  
accounting.

## **GUIDANCE COUNSELLOR** (or counsellor in academic training)<sup>1</sup>

### **Nature of work**

The job of guidance counsellor (or counsellor in academic training) involves more specifically functions of advising, assisting and supporting students, to help them choose an academic profile that suits their individual characteristics and is based on the orientation chosen for their academic and career path.

### **Some characteristic duties**

The guidance counsellor (or counsellor in academic training) perform tasks associated with elaborating and implementing the objectives and policies of the guidance service, taking into account the success plan of the College. They are responsible for applying these policies.

During counselling interviews and group meetings, they assess students' interests, aptitudes, capacities, personality, professional experience and needs, using appropriate methods.

They take part in case studies within a multidisciplinary team.

They also counsel students about university admission procedures and existing job openings for the various technical training programs.

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<sup>1</sup> Professionals who do not hold the guidance counsellor's permit issued by the *Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec* must have the title of educational counsellor.

In accordance with the *Professional Code* (R.S.Q. c. C-26), these professionals may not use the title of guidance counsellor, nor may they exercise, where applicable, a professional activity reserved for members of the *Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec*.

The required qualifications in this case are as follows: hold an undergraduate degree in an appropriate discipline, particularly vocational guidance.

They prepare and update student records with respect to issues within their competence.

They may be called upon to cultivate ongoing contacts with representatives of the job market, administrators, teaching staff and other institutions involved in the student guidance.

They may be called upon to oversee the organization and realization of activities such as symposiums, study days and industry visits.

In conjunction with the other stakeholders concerned, they may be called upon to develop and realize activities fostering the success, graduation and personal growth of students, as part of the College's success plan.

### **Required qualifications**

Hold the guidance counsellor's permit issued by the Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec.

## **LIBRARIAN**

### **Nature of work**

The job of librarian involves more specifically applying techniques and methods specific to library science in order to select, conserve, classify, organize, make accessible to users and manage the documentation in a College library or documentation centre.

### **Some characteristic duties**

Librarians are responsible for developing the College's collection of documents, whatever form the individual documents may take (paper, electronic, magnetic, optical, wireless or other).

They choose the documents and evaluate the collection in terms of the institutional directions, strategic plan and success plan of the College.

They collaborate with teaching staff to integrate documentary resources with study programs.

They collaborate in implementing, and supervising the use of, computer systems in their sector of activity.

They organize and control inventory, purchasing, ordering and receiving, and loans with other documentation centres.

They lead the College community to ensure the available documentary resources are used efficiently and appropriately to reflect the College's educational objectives and success plan.

They collaborate on budget tracking for activities in their sector.

They may be called upon to undertake the appropriate studies and researches, and to draft and submit to the executive management briefs or reports on the development, use and promotion of documentation centres.

### **Required qualifications**

Graduate degree particularly in information science, with library science option.

## **PEDAGOGICAL COUNSELLOR**

### **Nature of work**

The job of pedagogical counsellor involves more specifically functions of advising, leading, providing information, as well as development, support and feedback to the teaching staff, the executive staff responsible for teaching services and other stakeholders at the College, in connection with pedagogy, and particularly programs of study, learning and teaching strategies, nature and methods of evaluation, as well as research and innovation.

### **Some characteristic duties**

Pedagogical counsellors collaborate in the realization of the College's strategic plan. They take part in the preparation, implementation and evaluation of the success plan, with respect to the College's directions and policies.

They sit on program committees. As such, they are called upon to take part in the preparation, implementation, coordination, development, assessment, revision and follow-up of the evaluations of teaching programs.

They propose and make sure innovations are implemented, on an experimental or other basis, in areas within their competence, particularly teaching programs and methods, associated activities, manuals and other teaching aids, and evaluation of academic achievement. They communicate the evolution requirements in their field and engage the field in a continuous assessment process.

Pedagogical counsellors provide teaching staff with pedagogical support and leadership. In this respect, they undertake pedagogical or applied research.

They inform staff about the various programs supporting research, advise them on the different stages in developing research projects and keep track of these projects.

Pedagogical counsellors take part in implementing information and communication technologies applied to teaching and learning. They collaborate in the development of learning applications and advising teaching staff and the executive management of the College in this area. They plan and organize the training accordingly.

They counsel executive staff, teaching staff and other stakeholders on matters relating to professional development needs and programs, plan these programs and evaluate the results.

Pedagogical counsellors take part in the pedagogical organization and coordination of work-study programs, business internships and industry visits, and support the teaching staff involved. They may be called upon to inform and advise employers.

They collaborate with the various college, regional, national and international bodies, and public and private organizations for the realization of projects.

They may be called upon to give advice to teaching staff on docimology and taxonomy of pedagogical objectives.

Pedagogical counsellors may be called upon to take part in multidisciplinary work teams.

They may be involved in coordinating, designing, developing and realizing activities, programs and projects of an international nature.

They may be involved in coordinating, designing and developing projects involving media-based distance education courses.

They may be called upon to give advice on the design, production, choice and use of methods, techniques and teaching aids.

Pedagogical counsellors may be called upon to give advice particularly on the purchase of equipment and teaching aids, and on classroom layout.

**While not exclusive to the continuing education sector, the following duties are more specific to it:**

Pedagogical counsellors identify and analyze the needs of individuals, organizations and communities as regards human resources development and continuing education, and work, in conjunction with the teaching staff, executive staff and other stakeholders, to design, plan and organize training, activities, projects and programs to address the needs.

They play an andragogical and leadership support role for teaching staff.

They provide development, planning, implementation and evaluation of continuing education projects and programs for individuals, business clienteles and public and private organizations in the community.

They provide professional support for activities serving the community, such as coordinating surveys and polls and coordinating and organizing activities for the general public, e.g. symposiums and conferences.

They provide intake, information and referral services for students seeking recognition of prior learning and competencies (RPLC) and coordinate the process with evaluators. They are called upon to give advice to evaluators about the choice of conditions for recognition and the various approaches to evaluation.

They take part in preparing and realizing promotion and recruitment activities organized by the service or the College.

They approach companies and organizations to identify their training needs and propose programs addressing them.

They determine the eligibility of students registered in a program and where applicable, recommend issuing of the attestation of studies or diploma.

Pedagogical counsellors identify needs and compile an inventory of the resources required; they then prepare proposals. They collaborate in the elaboration and monitoring of the budget.

They may be called upon to take part in selecting the required staff for the programs under their responsibility.

### **Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly education.

## **PSYCHOLOGIST**

### **Nature of work**

The job of psychologist involves more specifically functions of clinician with leading and counselling functions in connection with the mental health of students and their personal and academic development.

Psychologists provide reception and referral for students, directing them to the appropriate internal and external resources of the College.

### **Some characteristic duties**

Psychologists help individual students to use their own resources in coping with a problem situation. They create a climate conducive to the integration of an experience.

They use the standardized, recognized tools, conduct interviews and make observations, if necessary. They analyze and interpret the observations and data collected.

If necessary, they refer individual students to other organizations such as community health services, social service centres or hospitals.

They take part in case studies within a multidisciplinary team.

Collaborating with the other stakeholders concerned, and as part of the College's success plan, they plan, develop, implement, lead and evaluate activities fostering the personal growth and academic achievement of students.

On request, they help teaching staff to gain a fuller understanding of the relational aspect of teacher-student interaction.

They develop and maintain contacts with representatives of the health and social services network and other partner organizations in their own area of competence.

They prepare and update records, adhering to the standards of their profession and the College's by-laws.

They may be called upon to intervene in order to defuse crises or emergency situations and suggest avenues for resolving them.

### **Required qualifications**

Membership in the Ordre des psychologues du Québec.

## **SOCIAL WORKER** (or social service officer)<sup>2</sup>

### **Nature of work**

The job of social worker (or social service officer) more specifically involves prevention, screening and intervention with students who are experiencing or likely to experience emotional, social, academic or family problems.

### **Some characteristic duties**

Using an individual or group approach, social workers (or social service officers) set up activities designed to ensure that students maximize their potential, particularly in their personal, family and social life.

They take part in the elaboration, promotion and leadership of screening, awareness and prevention programs focusing on issues actually encountered, particularly absenteeism, dropping out and suicide.

They receive and analyze the requests for assistance submitted to them, seek and apply the appropriate solutions, and collaborate with various specialized organizations and in some cases refer students to them.

They prepare and update records, adhering to the standards of their profession and the College's by-laws.

They may be called upon to defuse crisis or emergency situations, and suggest avenues for resolving them.

### **Required qualifications**

Membership in the Ordre professionnel des travailleurs sociaux du Québec.

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<sup>2</sup> Professionals who are not members of the Ordre professionnel des travailleurs sociaux du Québec must have the title of social service officer.

In accordance with the *Professional Code* (R.S.Q. c. C-26), these professionals may not use the title of social worker, nor may they exercise, where applicable, a professional activity reserved for members of the Ordre professionnel des travailleurs sociaux du Québec.

The required qualifications in such a case are as follows: hold an undergraduate degree in an appropriate discipline, particularly social work.

## **SPECIALIST IN TEACHING METHODS AND TECHNIQUES**

### **Nature of work**

The job of specialist in teaching methods and techniques more specifically involves leading staff and students in integrating and using documentary resources, information and communication technologies, and teaching methods and techniques. The job also involves developing, organizing, planning, coordinating and evaluating the activities of documentation centres or activities with respect to the use of teaching methods and techniques.

### **Some characteristic duties**

Specialists in teaching methods and techniques are responsible for applying the techniques specific to their sector of activity, in order to select, maintain, classify and organize all forms of documentation and make it readily accessible.

Working with the people concerned, they make choices for improving collections, particularly books, periodicals, and databases.

They instruct and give advice to students and staff regarding the use of the documentation centres and assist them with their research.

They lead the College community to ensure that efficient use is made of the available documentary resources, and that the resources are used in a manner that reflects the College's educational objectives and success plan.

They are responsible for the overall operation of a documentation centre.

They take part in developing teaching aids in accordance with the teaching programs. They give advice on items produced using information and communications technologies.

Collaborating with the staff concerned, they analyze the needs of the College community, propose development plans and professional proficiency plans, and lead the community to ensure that teaching methods and techniques are used effectively, and in a manner corresponding with the College's educational objectives and success plan.

They collaborate on budget tracking with respect to the realization of activities in their sector.

They oversee the organization and control of inventory, purchasing, ordering, receiving, cataloguing and classification.

They collaborate on the implementation of computer systems associated with their own sector of activities and supervise their use.

They conduct the appropriate studies and researches and draft briefs and reports concerning the development, use and promotion of their sector of activity.

**Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

educational technology;

education;

or

graduate degree in information science, with library science option.

## **STUDENT LIFE COUNSELLOR**

### **Nature of work**

The job of student life counsellor involves more specifically functions of planning, implementing, developing, leading, managing and evaluating activity programs associated with student life, relating to the institutional directions, strategic plan and success plan of the College particularly in the following sectors: sociocultural life, sports and outdoor activities, economic life and community life.

### **Some characteristic duties**

In conjunction with students and other stakeholders, student life counsellors evaluate the College community's activity needs from the standpoint of the overall development of students. They establish activity programs, making optimum use of College and community resources.

Working with other stakeholders at the College, they set up an environment conducive to the overall development of students and provide them with intake, counsel and referral functions, among others to external organizations.

They oversee the operation and realization of the various programs and activities for students, as well as for specific clientele, particularly ethnic groups and people with disabilities.

They provide resource persons and students with the necessary guidance and support for student life projects.

They contribute to the selection of avenues of intervention and action priorities as well as for the regular or annual evaluation of the achievement of objectives.

They may be called upon to manage the budget allocated by the College to their sector or sectors of activities.

They may be called upon to give advice to the College about purchasing of specialized equipment and materials.

In the sociocultural sector, they perform duties associated with but not limited to social and cultural activities such as student committees, chess clubs, dance, improvisation and drama groups.

In the sports and outdoor sector, they perform duties associated with but not limited to internal and external college sports, sports competitions and teams and outdoor activities, as well as the safety aspect of these activities.

In the economic life sector, they perform duties associated with but not limited to financial assistance, budget planning, emergency fund, transportation, housing, student placement and activities associated with specific clientele.

In the community life sector, they perform duties associated with but not limited to assisting students with the development and realization of activity programs in connection with the community dimension of student life.

**Required qualifications**

Undergraduate degree in an appropriate field of specialization, particularly:

physical education;  
recreology;  
cultural animation and research;  
kinesiology.

**APPENDIX****“A”****ACCELERATED PAY INCREMENT****I. PRINCIPLES**

Accelerated pay increment may be accorded, for two possible reasons:

exceptional performance;  
additional studies.

Accelerated pay increment for exceptional performance denotes acknowledgement by the College that during the period since the last evaluation, the professional has accomplished performance deserving recognition as regards the exceptional effort involved and the results achieved.

Accelerated pay increment is possible, among others, when a professional has completed an extra year of education at a recognized institution in addition to the degree required for their employment group.

**II. PROCEDURE**

The procedure for obtaining accelerated pay increment is established by the College.

Accelerated pay increment takes effect on the date of the professional's pay increment.

The College notifies the professional in writing of their accelerated pay increment.

Barring exceptional circumstances, accelerated pay increment is not granted retroactively. Moreover, accelerated pay increment is only granted if the enabling elements are known about prior to the pay increment date.

The salary increase resulting from accelerated pay increment takes effect at the date of the professional's pay increment.

