

MINNESOTA STATE COLLEGES AND UNIVERSITIES
Dakota County Technical College and Inver Hills Community College

Employee Name:	Position Control Number:
Department/Division:	Classification Title:
Prepared By: Jason Tetzloff	Working Title: Coordinator for Credit for Prior Learning
<input checked="" type="checkbox"/> Non-Exempt <input type="checkbox"/> Exempt: <input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative <input type="checkbox"/> Unlimited <input type="checkbox"/> Seasonal <input type="checkbox"/> Temporary <input checked="" type="checkbox"/> Limited	<i>If Exempt, attach required documentation</i> If seasonal, list months during the season worked
<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Intermittent Percent if not full-time <u> 100 </u> %	Date Prepared: 05/10/2017

This position description accurately reflects my current job.		This position description reflects the employee's current job.	
Employee Signature	Date	Supervisor Signature	Date

POSITION PURPOSE

To support the goals of the Title III Grant position by helping adult learners gain better access to Credit for Prior Learning (CPL) opportunities Dakota County Technical College (DCTC) and Inver Hills Community College (IHCC).

RESPONSIBILITIES AND RESULTS

1.

Priority: Essential Percent of Time: 40%

- Expand prior learning assessment programming for adult learners including unique opportunities for veterans and other diverse populations by providing information and advising for and about CPL opportunities.
- Develop, maintain and coordinate prior learning assessment processes and procedures, especially for new post-traditional learners.
- Work closely with all adult learners and provide advising support throughout their educational pathway to increase their use of CPL opportunities.
- Work collaboratively with the advising and orientation leaders on both DCTC and IHCC to develop and deliver orientation and registration sessions for those who may be interested and eligible for CPL.
- Serve as key resource for advisors at both colleges on CPL issues and processes.

2.

Priority: Essential Percent of Time: 40% of time

- Work collaboratively with the Director of the Title III Grant, faculty, administration and advising staff to plan and coordinate prior learning assessment professional development workshops for faculty.
- Work with faculty and advisory boards to increase knowledge about needs of adult learners and opportunities for CPL.
- Work closely with faculty to identify and explore various types of available CPL assessment techniques.
- In collaboration with the Title III Director, Co-chair the Prior Learning Assessment Committee for both DCTC and

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- IHCC and help disseminate necessary information for students, staff, and faculty.
- Work collaboratively with the Director of the Title III Grant, the Director of Distance and Adult Learning and the Faculty Development Coordinator to plan and coordinate prior learning assessment professional development workshops for faculty.
- Manage CPL and other data to assure the outcomes and objectives of the grant are met in a timely manner.

3. Priority: Essential Percent of Time: 15%

- Manage and share data in collaboration with the IR Management Analyst and other key stakeholders.
- Provide data and information for federal reporting requirements.
- Work closely with registrars at both colleges to ensure proper documentation and processes for CPL credits at DCTC and IHCC

4. Priority: Secondary Percent of Time: 5%

- Perform other duties as assigned to ensure the smooth functioning of the department and maintain the reputation of the organization as a viable business partner.

Priority: Essential—if responsibility is reason job exists, is a highly specialized task or one that requires special education or training licensure, requires a great % of time, has a high level of accountability (consequences are considerable to others or the institution if failure to perform), the responsibility is essential; *Secondary*—if not essential, then responsibility is secondary; **Discretion (optional)**: A—Employee investigates situations, makes decisions, takes appropriate action reports by exception and through normal review processes; B=...reports to supervisor immediately after action is taken; C=...makes decisions with supervisor....reports to supervisor immediately after action is taken; D=Employee discusses situations with supervisor before investigation, makes decisions with supervisor, takes appropriate action, and reports to supervisor immediately after action is taken.

KNOWLEDGES, SKILLS, AND ABILITIES

Minimum Qualifications *(expected to have to enter job)*

- Bachelor’s degree or equivalent in education or related field.
- Two (2) years of experience, ideally in a higher education setting.
- Knowledge of post-traditional adult learners and the best practices for successfully working with this special population.
- Knowledge of CAEL standards.
- Demonstrated knowledge of the many aspects of Credit for Prior Learning, including portfolios, Competency-Based Education (CBE), and assessment of CPL.
- Knowledge of student development principles and various assessment methods.
- Excellent oral and written communication skills.
- Ability to work well and contribute to small, cross-functional teams.
- Experience in working with diverse populations.

Preferred Qualifications *(desired but not expected to have to enter job)*

- Master’s degree or equivalent in relevant field.
- Experience working with and advising post-traditional learners and other special populations.

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- Post-secondary teaching experience, ideally at a community or technical college.
- Knowledge of social media platforms and techniques to successfully communicate using these platforms.
- Advanced knowledge of CAEL standards for assessing credit for prior learning.
- Experience working with orientation and other informational on-boarding situations.

RELATIONSHIPS

This Position Reports to: Associate Vice President for Student Affairs

Supervises: None

Internal and External Clientele and Purpose of Contact *(the most significant job related contacts)*

This position works closely with new and returning students, and is the key resources for advisors, faculty, and staff to provide information about all aspects of CPL and to describe pathways and requirements to increase the use of Credit for Prior Learning at both DCTC and IHCC.

PROBLEM SOLVING *(most difficult types of problems to resolve and consequence of error/non-resolution)*

Identify and evaluate opportunities for Credit for Prior Learning. Develop strategies for evaluation and assessment of this prior learning. For example, this person would work with new or returning post-traditional students as they enter DCTC or IHCC to facilitate connections with faculty or the testing center or other college resources so that they might increase the number of CPL credits awarded.

FREEDOM TO ACT

Budget: None

Decision(s) Position Makes and Decision(s) Referred to Higher Authority

Collaborate with academic and student affairs leadership to work through questions and conflicts over awarding credit for prior learning. This position can recommend, with faculty concurrence, the awarding of credit and decide the best assessment process for each student.

All employees must comply with department and institution procedures and policies, MState policies and procedures, as well as local, state and federal laws, regulations, guidelines and business and industry standards.

This description is intended to indicate the kinds of tasks and level of work difficulty required of the position. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar level of difficulty.

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