



JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 11/02/2015

DATE:	7/7/2016	POSITION #:	FF9754
NAME OF INCUMBENT(S):	Vacant		
JOB TITLE:	Full-time Teaching Faculty		
DIVISION:	Health & Human Services		
DEPARTMENT:	Emergency Medical Services Program		
PAY TABLE/LEVEL/GRADE:	BD	REPORTS TO:	Ronda Miller

STATUS: Please click the appropriate boxes that apply.

- Regular/Continuing
 Temporary/Limited Duration
 Full-Time (40 hrs/wk)
- Bargaining Unit: MAHE
 Individual Position
 Part-Time: _____ Hours/Week
- Non-Bargaining
 Pooled Position: _____ No. of Employee if this position is pooled.
- Provisional/Grant Funded

JOB SUMMARY: (This section should summarize the overall purpose (“mission”) of this job in 1-4 sentences. Briefly describe the primary reason the job exists at LCC.)

Responsible for teaching students in a small group instructional setting utilizing clinical application of knowledge, techniques and skills; functioning as the principal source of instruction in the clinical and laboratory components of a course, but not as the faculty of record; and responsible for delivery of clinical and laboratory content in accordance with student and patient needs and applicable standards; and for assessment of applied clinical knowledge, techniques and skills, with some responsibility for curriculum planning and development. Meet scheduled office hours, and participate in departmental, divisional teams and in college-wide committees as requested. Work effectively with other faculty, administrators and staff in a rapidly changing team environment. Must demonstrate a commitment to the diversity of a multi-cultural population, as well as work effectively in a team-based environment, seeking continuous improvement and adherence to the community college philosophy. Remain current in subject area and teaching methodologies by incorporating relevant safety, quality, and evidenced-based practice recommendations. Some nights and weekends may be required.

DIRECT REPORTS: (If this is a supervisory position (authority to hire, assign, discipline, approve timesheets), list position #s of those supervised).

Direct Report(s):

Click here to enter position numbers. Use comma to separate

ESSENTIAL DUTIES AND RESPONSIBILITIES: Identify and describe the essential duties and responsibilities, i.e., what actions are done and what are the expected results. Most jobs can be described using 5-10 statements. List in priority order, beginning with top priority/must get done, with approximate percent for each (e.g. 20% 1. reconciles grant fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.

%	No	Essential Duties and Responsibilities
<u>40</u>	1	Planning – Ensures implementation of established curriculum and provides strong support for students in their pursuit of established expectations, developing plans that promote the development of higher-order thinking skills in the instructional process. Assists Program Director with class scheduling for off-site centers.
<u>40</u>	2	Instruction – Provides instruction and assesses learning utilizing varied instructional modes appropriate in the clinical and laboratory setting, supports student success by maintaining regular office hours, and mentors and advises students. Coaches, mentors, teaches, and evaluates students in assigned, multiple groups in the clinical and laboratory areas according to the course objectives.
<u>5</u>	3	Professional Growth – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction. Incorporates new knowledge in the planning and instruction process in collaboration with lead faculty and the EMS Program Director. Demonstrates a commitment to the ongoing growth and development of students and fellow staff members alike. Participates in professional development activities that are part of contractual days. Active participation with appropriate professional organizations.
<u>4</u>	4	Curriculum – Participates in curriculum development and planning and advises students on curriculum, academic programs, employment, career goals and other appropriate matters.
<u>2</u>	5	Teaching Effectiveness – Understands and successfully adapts teaching to various learning styles/current technologies present in the classroom. Places primary emphasis on student learning in design, delivery, and evaluation/assessment of courses. Fosters higher-level learning with an emphasis on analysis, problem solving, and critical thinking. Promotes student demonstration of learning through a variety of assessments that may include evaluations, discussions, debates, presentations, and/or debriefings. Has high expectations of students and gives challenging work. Encourages student growth and celebrates student success.
<u>2</u>	6	Faculty Professional Development – Demonstrates a continuing engagement with the learning and scholarship of their area of specialization, striving to be on the cutting edge of professional content knowledge and methodology.
<u>2</u>	7	Support of College Initiatives – Is fully committed to the mission and values of Lansing Community College and participates actively in the shared governance system.
<u>3</u>	8	General Responsibilities – Responds to requests of academic area and/or program leaders, department heads, committee chairs, records office, etc. in a timely and thorough manner, consistently meeting instructional schedules and other assignments and commitments in support of the college.
<u>2</u>	9	Other Duties as Assigned

CORE COMPETENCIES. *Record the knowledge, skills and abilities necessary to perform the essential functions of this position. Provide descriptions of core competencies below (e.g. communication, customer service, decision-making, leadership, problem-solving, etc.). An incumbent or applicant must be able to demonstrate and results must be measurable.*

Knowledge: *Technical, specialized, disciplinary, industry-specific and/or operational knowledge or understanding required in your job*

- Curriculum content specific to program
- Student evaluation techniques
- Instructional methods and evaluation
- Student guidance and academic counseling
- Program accreditation requirements
- College and program policies, procedures, and practices

Communication/Influence: *Requirements for listening, verbal communication and/or written communication with others, and/or for educating, training, persuading, serving and/or otherwise influencing “customers”.*

- Excellent verbal and written communication skills
- Excellent negotiation and conflict resolution skills

- Effective listening skills
- Excellent student relationship skills
- Use of technology/voice mail/e-mail/computer software systems

Problem Solving: *Thinking required by the job for evaluating, analyzing, creating, and reaching conclusions and the need to identify obstacles and develop applicable solutions.*

- Ability to manage and prioritize multiple tasks and projects effectively
- Ability to identify and interpret problem situations promptly and develop solutions
- Ability to manage issues affecting students at various early childhood sites

Leadership: *Required ability to manage people, department(s) and/or operations and/or provide guidance/counsel to others.*

- Ability to lead and facilitate a collaborative learning environment both in the classroom, lab, and at the clinical sites
- Comfort with taking a lead role in resolving student issues.

Other: *Other applicable skills and abilities not mentioned above.*

- Ability to adapt to changing situations to meet the needs of the students and program
- Computer literacy
- Time management and organization skills
- Ability to embrace change and demonstrate flexibility

EDUCATIONAL/EXPERIENCE REQUIREMENTS: *Identify the education and/or equivalent combination of education and experience, plus additional specific years of experience, certifications, licenses and/or special training required to perform the essential functions of this job.*

Required:

- Bachelor's degree in EMS, Education, Leadership or related healthcare discipline from a regionally accredited college or university;
- 2 years current clinical experience in EMS;
- 2 years clinical and laboratory teaching experience.

CERTIFICATES, LICENSES, REGISTRATIONS

- Current State of Michigan Instructor Coordinator License
- Current State of Michigan Paramedic License
- Current Instructor status in ACLS, PALS, ITLS (or PHTLS), and BLS

Preferred:

- Master's degree in EMS, Education, Leadership or related healthcare discipline from a regionally accredited college or university.

PHYSICAL AND MENTAL REQUIREMENTS: *Complete the physical and mental demands on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Mobility around the LCC campus is a normal part of the position's functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.***

WORK ENVIRONMENT: *Complete the work environment characteristics on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.***

Incumbent's Name (if any).	<u>Gregory Hammond</u>	Incumbent's Signature*		Date	
Supervisor's Name	<u>Ronda Miller</u>	Supervisor's Signature*		Date	
Dean/ELT's Name	<u>Margherita Clark</u>	Dean/ELT's Signature		Date	
<i>Note: Signature means approval, otherwise return for signatures.</i>					
Human Resources Rep.		HR Rep Signature		Date	
<i>Note: Position description to be reviewed annually, upon posting or transfer of person or position.</i>					

Lansing Community College

ADA Compliance Job Description Checklist

The immediate supervisor is responsible for completion of this form. Fill in more information as needed that apply to the essential job duties of the attached job description.

Position #: CFF002

Date: 5/2/2016

Supervisor's Position #: FA9764

Materials Used:

Standard Office Equipment:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Computer keyboard, mouse, screen (either desktop or laptop) | <input checked="" type="checkbox"/> Paper and Pencil/pen |
| <input checked="" type="checkbox"/> Various software (spreadsheet, word-processing, web-base, other media) | <input checked="" type="checkbox"/> Projector and Screen |
| <input checked="" type="checkbox"/> Telephone, blackberry, fax | <input checked="" type="checkbox"/> Copier, collator, reproduction |

Others, please list:

Standard Trades Equipment:

- | | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Electrical | <input type="checkbox"/> Plumbing |
|------------------------------------|-------------------------------------|-----------------------------------|

Others repair/maintenance tools, please list:

Mental Functions:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Comparing (compare/contrast data, people, things) | <input checked="" type="checkbox"/> Copying (entering, posting, transcribing data) |
| <input checked="" type="checkbox"/> Synthesizing (combine data, concepts, interpretations) | <input checked="" type="checkbox"/> Analyzing (examine, test data, present alternative actions) |
| <input checked="" type="checkbox"/> Computing (math calculations or carrying out formula operations) | |
| <input checked="" type="checkbox"/> Compiling (gathering, classifying, evaluating data, people, things) | |

Auditory Functions:

- Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people)

Visionary Functions:

- Near acuity (at 20 inches or less when minute accuracy is essential)
- Far acuity (more than 20 inches when day and night/dark conditions are essential)
- Depth perception (3 dimensional vision, judge distances, space)
- Color vision (distinguish colors)
- Field of vision (up-down and right-left)

Smell and Tasting Functions:

- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

Movement, Strength, Repetition Functions:

- | | | | | |
|-----------------------------------|--|--|--|---|
| <input type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Reaching | <input checked="" type="checkbox"/> Balancing | <input checked="" type="checkbox"/> Crouching |
| <input type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Stooping | <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Picking/Typing/Keyboarding | |
- Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time)
 - Light (exert up to 20 lbs of force to lift, carry, push, pull, move object; walk/stand occasionally)
 - Medium (exert 21-50 lbs of force, walk/stand frequently)
 - Heavy (exert 51-100 lbs of force, walk/stand routinely)
 - Very Heavy (exert over 100 lbs of force, walk/stand routinely)

Environmental Conditions:

- | | |
|---|--|
| <input type="checkbox"/> Weather (rain, snow, wind) | <input type="checkbox"/> Vibrations |
| <input type="checkbox"/> Extreme cold (inside, outside) | <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, |
| <input type="checkbox"/> Extreme heat (inside, outside) | <input type="checkbox"/> Extreme noises |
| <input type="checkbox"/> Confined/restricted spaces | <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock) |