



JOB DESCRIPTION

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

DATE:	5/24/2016	POSITION #:	EFF013
NAME OF INCUMBENT(S):	vacant		
JOB TITLE:	FT Faculty-Automotive ERESA – (Provisional) INTERNAL		
DIVISION:	Technical Careers		
DEPARTMENT :	Transportation Maintenance Technologies		
PAY TABLE/LEVEL/GRADE:	<i>Enter pay level.</i>	REPORTS TO:	FA9702

STATUS: *Please click the appropriate boxes that apply.*

- | | | |
|--|---|---|
| <input type="checkbox"/> Regular/Continuing | <input type="checkbox"/> Temporary/Limited Duration | <input checked="" type="checkbox"/> Full-Time (40 hrs/wk) |
| <input checked="" type="checkbox"/> Bargaining Unit: <u>MAHE</u> | <input checked="" type="checkbox"/> Individual Position | <input type="checkbox"/> Part-Time: _____ Hours/Week |
| <input type="checkbox"/> Non-Bargaining | <input type="checkbox"/> Pooled Position: | |
| <input checked="" type="checkbox"/> Provisional/Grant Funded | _____ No. of Employee if this position is pooled. | |

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.)*

The incumbent in this position will teach high school students in a college setting through the Eaton RESA Automotive Technology program. The individual will deliver Automotive Technology curriculum while utilizing best practices and web technologies to deliver instruction. Further, the incumbent will also attend EISD in-service meetings, conduct student progress meetings with parents, maintain State of Michigan curriculum quality program documents (TRAC/CIP) up-to-date, attend award ceremonies, attend Automotive Program faculty meetings and meet requirements and responsibilities for part-time faculty per MAHE contract agreement and NATEF accreditation standards. This is a weekday position that aligns with the Eaton RESA academic school calendar.

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

Direct Report(s):	<i>Click here to enter position numbers. Use comma to separate</i>
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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
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<u>30%</u>	1	Assists in identifying and practicing safety measures while helping to teach automotive repair standards to students. Explain the personal safety and health hazards associated with automotive repair according to state, NOISH and OSHA standards. Provides motivation to learn via thorough planning, enthusiasm for subject matter, appropriate climate for learning within the classroom, relevant and current course content, and providing and understanding of individual differences and learning styles. Responsible for facilitating and pacing instruction to maximize learning while utilizing varied instructional delivery modes. Will assess learning frequently using various methods, such as questioning techniques, oral and/or written quizzes, student presentations, writing assignments, self-determined assessment instruments. If necessary, provide remediation as deemed appropriate and possible. Develop and distribute course syllabi for each course taught to each student which conveys the goals and outcomes of the course, reflects curriculum adopted by the academic area and/or program for the course, establishes and communicates challenging expectations for students, and explains the relationship of those expectations to the grading and assessment process.
<u>25%</u>	2	Develop lesson plans and teaching materials for teaching lecture laboratory classroom that are reviewed annually and promote the development of higher-order thinking skills in the instructional process. Track student progress daily or weekly and in the online system. Collect and document teaching strategies and materials required for TRAC CIP. Attend required meetings and events for ERESA and LCC college functions. Advises students on curriculum, academic programs, employment and career goals, and other matters as appropriate. Consistently meets instructional schedule and other assignments and commitments in support of the college.
<u>20%</u>	3	Know and teach the repair, replacement and adjustment of automotive components such as steering and suspension, drive trains, brakes systems, transmissions, electrical, air condition and heating systems, power systems, linkages, and their associated components.
<u>10%</u>	4	Know and teach how to prepare and review work orders and discuss completed work with supervisors/customers.
<u>10%</u>	5	Know and teach students how to perform routine and scheduled maintenance services with service air conditioning, heating, engine-cooling, electrical systems, oil changes, lubrications, and tune-ups.
<u>5%</u>	6	Test and adjust repaired systems to meet manufacturers' performance specifications.
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	8	
	9	
	10	<i>Click here to enter text.</i>
	11	<i>Click here to enter text.</i>
	12	<i>Click here to enter text.</i>
	13	<i>Click here to enter text.</i>
	14	<i>Click here to enter text.</i>
	15	<i>Click here to enter text.</i>

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.*

Must possess excellent organizational skills, technology skills, be detail and team-oriented, and have excellent communication skills. Must possess the ability to diversify instructional technique as required by individual student learning style and maintain a positive learning environment Must be able to develop and deliver Automotive Technologies curriculum, utilize best practices and web technologies to deliver instruction, develop authentic learning projects, and develop and maintain contacts and partnerships with those in the industry.

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*

Minimum Requirements

- ASE certification in G1, A6.
- ASE certification in A1, A2, A3, A4, A5, A7, and A8 based on assigned courses.
- All instructors must attend a minimum of 20 hours per year of recognized update (NATEF) training relevant to their program.
- MAST instructors teaching Engine Performance courses must also be ASE certified in L1-Advanced Engine Performance.

Accreditation Requirement


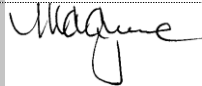
- Accredited through NATEF (National Automotive Technicians Education Foundation).

Preferred Qualifications

- Associate's Degree in related field plus 5+ years of relevant automotive technician experience; **OR** Bachelor's Degree plus 3+ years of relevant automotive technician experience.
- Recent automotive experience in an educational or automotive service setting.

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).		Incumbent's Signature*		Date	
Supervisor's Name	<u>James Lynch</u>	Supervisor's Signature*		Date	<u>6/8/2016</u>
Dean/ELT's Name	<u>Mark Cosgrove</u>	Dean/ELT's Signature		Date	<u>6-8-16</u>
<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 #: <u>Enter Position #.</u>	Date: <u>5/24/2016</u>	Supervisor's Position #: <u>FA9702</u>
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Materials Used:

Standard Office Equipment:

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|--|--|
| <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 checked="" 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:

- | |
|--|
| <input checked="" type="checkbox"/> Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly) |
| <input checked="" type="checkbox"/> Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people) |

Visionary Functions:

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

Smell and Tasting Functions:

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| <input type="checkbox"/> Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose) |
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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 checked="" type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Stooping | <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Picking/Typing/Keyboarding | |
| <input type="checkbox"/> Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time) | | | | |
| <input type="checkbox"/> Light (exert up to 20 lbs of force to lift, carry, push, pull, move object; walk/stand occasionally) | | | | |
| <input checked="" type="checkbox"/> Medium (exert 21-50 lbs of force, walk/stand frequently) | | | | |
| <input type="checkbox"/> Heavy (exert 51-100 lbs of force, walk/stand routinely) | | | | |
| <input type="checkbox"/> Very Heavy (exert over 100 lbs of force, walk/stand routinely) | | | | |

Environmental Conditions:

- | | |
|---|--|
| <input type="checkbox"/> Weather (rain, snow, wind) | <input checked="" type="checkbox"/> Vibrations |
|---|--|

Extreme cold (inside, outside)

Extreme heat (inside, outside)

Confined/restricted spaces

Hazards (fumes, odors, dust, toxic chemicals, allergens,

Extreme noises

Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock)

Based upon www.job-analysis.net