



JOB DESCRIPTION

Form: HRF5013

DATE:	2/5/2019	POSITION #:	PLCHDV
NAME OF INCUMBENT(S):			
JOB TITLE:	PT Lab Assistant – Child Development and Early Education		
DIVISION:	Health and Human Services		
PROGRAM:	Child Development and Early Education Program		
PAY TABLE/LEVEL/GRADE:	MD	REPORTS TO:	FA9761

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: varies Hours/Week
- Non-Bargaining
- Pooled Position:
- Provisional/Grant Funded
- 1-10 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.)*

Program Specific Job Summary

This position is responsible for providing field instruction, coaching, and evaluation for students in Child Development and Early Education courses who are completing field placement at community based early childhood programs or work-site field placements. Provide oral and written feedback; establish goals with students to improve skills; model for students the skills taught in child development courses; complete and submit grade for final observation rubric which is calculated into the student’s final course grade. Communicates regularly and works closely with the course instructor. Participates in faculty and field instructor meetings, and assists with projects for the Child Development and Early Education Program, as needed.

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% I. reconciles grant fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.*

%	No.	Program Specific Duties
90	1	Apply expertise and experience in the field of early childhood education to observe, coach, and evaluate college students in their assigned field placement sites with children. Provide oral and written feedback, and coaching that includes individualized goal setting with students. Model for students the skills taught in child development courses; videotape as needed. Complete required paperwork electronically, including a grade for the final observation rubric which is calculated into the student's final course grade. Work closely with the course instructor to meet course outcomes. May require travel to field placement sites within 60 miles from LCC's Main Campus.
5	2	Participate in faculty meetings and field instructor meetings. Participate in professional development to improve instructional skills and to stay current in early childhood education and child development professional knowledge and skills.
5	3	Assist with projects for the Child Development and Early Education Program, as needed.

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: Professional discipline specific knowledge related to curriculum, guidance, and high quality Early Childhood Education programming and child development

- Adult learning instructional processes and strategies for learning enhancement

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".*

- Verbal and written communication
 - Use of technology/voice mail/email/computer software systems
 - Provide specific and positive feedback
 - Provide one-on-one coaching that includes individualized goal setting
- Conflict resolution and win-win negotiations
- Effective listening skills and understanding of cultural and individual differences

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 analyze, evaluate, and formulate conclusions and solutions creatively
- Logic and reasoning
- Ability to prioritize
- Ability to work in a complex environment

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

- Ability to work both autonomously and within a team

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

- Computer literacy
- Time management and organizational skills
- Ability to embrace change and demonstrate flexibility
- Commitment to diversity
- Shows flexibility including the acceptance of and willingness to initiate change

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.*

Program specific education/experience:

Required:

- Master’s Degree, from a regionally accredited institution of higher learning, in Child Development or Early Childhood Education, or a closely related field with at least 18 credits in Child Development or Early Education at Bachelor’s or Master’s Degree level.
- Minimum two years of work experience in direct service to children in early childhood education programs for children age five and below.

Preferred:

- Minimum two years of work experience providing professional guidance and/or supervision of adults in early childhood settings.
- Experience with college or adult learning settings

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>Tricia McKay</u>	Supervisor’s Signature*	Tricia McKay	Date	<u>2/6/2019</u>
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 #: PLCHDV

Date: 2/5/2019

Supervisor's Position #: FA9761

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 type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Reaching | <input type="checkbox"/> Balancing | <input type="checkbox"/> Crouching |
| <input checked="" 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) |