



Academic Professional Description

DATE	POSITION #	POSITION TITLE
5/22/2019	PLIABE	Part-Time Lab Instructor – Reading for Integrated English

DIVISION	DEPARTMENT	PAY TABLE/LEVEL/GRADE	REPORTS TO:
Arts and Sciences	Integrated English	Based on Lab Instructor Salary Schedule	FA9926

STATUS: Please select the appropriate boxes that apply.

Regular/Continuing: <input checked="" type="checkbox"/>	Bargaining Unit: MAHE	Non-Bargaining: <input type="checkbox"/>	Provisional/Grant Funded: <input type="checkbox"/>	Temporary/Limited Duration: <input type="checkbox"/>
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Individual Position: <input type="checkbox"/>	Full-Time (40 hrs/wk): <input type="checkbox"/>	Part-Time: <input type="checkbox"/> ____ Hrs/Week	Pooled Position: <input checked="" type="checkbox"/>	Click or tap here to enter text. # of Employees if this position is pooled.
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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.

Lab Instructors in Reading for Integrated English work as a team to teach students enrolled in Foundations for Success (FFS), a noncredit program which serves two populations: 1) high school graduates who are not eligible to take credit-bearing classes because of their performance on the college placement test and 2) students preparing to take the GED. Individuals hired for this position will teach **Reading**, Literature, Social Studies, and Science to students enrolled in FFS.

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

None

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 grand fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.

%	NO.	Essential Duties and Responsibilities
80	1	Work as part of a team of Lab Instructors teaching Reading (including Science and Social Studies for GED preparation) to students enrolled in Foundations for Success.
15	2	Record student progress by making notes for other Lab Instructors within the team, such as number of modules or assignments completed each day.

%	NO.	Essential Duties and Responsibilities
5	3	Other duties as assigned, which may include but are not limited to attending Integrated English program meetings, and substituting for other Lab Instructors on the FFS team.

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.

- Ability to supervise student work: for example, ensuring students are informed of assignments that must be completed on a daily basis
- Ability to effectively instruct in a laboratory setting in which students have varying skill levels and work at different paces
- Ability to adapt a variety of teaching methods with learners of various skill levels and learning styles
- Proficiency with teaching technology (computer use in the laboratory, web-based instructional programs and other multimedia, as needed)
- Communicate effectively with students and Integrated English staff regarding laboratory needs

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 (from a regionally accredited college or university), with a minimum of two years’ experience teaching and/or tutoring Reading to developmental, adult, and/or ESL students.

Preferred

Experience teaching in a GED preparation program; adult and/or special education certifications in Reading; teaching experience in Writing, Literature, Social Studies, and/or Science.

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 characteristic 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

SIGNATURES

Supervisor’s Name: Timothy Kelley Supervisor’s Signature: Timothy Kelley Date: 5/23/2019

Dean/ELT’s Name: Andrea Hoagland Dean/ELT’s Signature: Andrea Hoagland Date: 5/23/19

HR Rep: Sydney Glasscoe HR Rep Signature: Sydney Glasscoe Date: 5/29/2019



ADA COMPLIANCE JOB DESCRIPTION CHECKLIST *(The immediate supervisor is responsible for completion of this form. Fill in more information as need that apply to the essential job duties for the attached job description.)*

Position #: PLIABE

Date: 5/22/2019

Supervisor's Position #: FA9926

Materials Used:

- Computer keyboard, mouse, screen
- Various software
- Telephone, cell phone, mobile device
- Paper and pencil/pen
- Projector or other audiovisual equipment
- Copier, scanner, fax
- Carpentry equipment
- Electrical equipment
- Plumbing equipment
- Other: Click or tap here to enter text.

Mental Functions:

- Comparing (compare/contrast data, people, other data)
- Synthesizing (combine data, concepts, interpretations)
- Computing (math calculations or carrying out formula operations)
- Compiling (gathering, classifying, evaluating data, people, other data)
- Copying (entering, posting, transcribing data)
- Analyzing (examining, testing data, presenting alternatives)

Audio/Visual/Aural Functions:

- Talking (expressing ideas, thoughts, language, conveying details accurately and clearly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference)
- Near acuity (at 20 inches or less when 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)
- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

Movement, Strength, Repetition Functions:

- Climbing
- Kneeling
- Reaching
- Balancing
- Crouching
- Grasping
- Stooping
- Crawling
- Picking/Typing/Keyboarding
- Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of time)
- Light (exert up to 20 lbs of force to lift, carry, push, pull, move objects; 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

- Weather (rain, snow, wind)
- Extreme cold (inside, outside)
- Extreme heat (inside, outside)
- Confined/restricted spaces
- Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation)
- Vibrations
- Extreme noises