



Academic Professional Description

DATE	POSITION #	POSITION TITLE
6/27/2019	PLNDXT	Lab Instructor: Neurodiagnostic Technology

DIVISION	DEPARTMENT	PAY TABLE/LEVEL/GRADE	REPORTS TO:
HHS	Neurodiagnostic Technology	Choose an item.	FA9763

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"/> 20 Hrs/Week	Pooled Position: <input checked="" type="checkbox"/>	Type here # 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.

This position is responsible for teaching Neurodiagnostic Technology students in a lab setting functioning as a principle source of instruction but not as the faculty of record; with little or no responsibility for curriculum planning and development.

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

Type here

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
100	1	Teaches, coaches, mentors, and evaluates students in assigned, multiple lab groups in the lab area according to the course objective. <ul style="list-style-type: none"> • Assesses learning using various methods, such as Socratic questioning techniques, student presentations, pre- and post- lab conference activities. • Utilizes varied instructional delivery modes appropriate in the lab areas

%	NO.	Essential Duties and Responsibilities
		<ul style="list-style-type: none"> • Provides motivation to learn via: thorough planning, enthusiasm for subject matter, facilitating an appropriate climate for learning within the lab areas of instruction, application of relevant and current course content in the lab area, and understanding of individual differences and learning styles. • Facilitates and paces instruction to maximize learning. • Provides remediation as deemed appropriate and possible. • Conveys the goals and outcomes of the course; reflects curriculum adopted by the discipline for course and establishes and communicates challenging expectations for students. • Fosters higher-level learning with an emphasis on analysis, problem solving, and critical thinking. • Promotes student demonstration of learning through a variety of assessments. • Understands and adapts teaching to various learning styles present in the lab setting as demonstrated in the presentation of course materials and assessment of student learning.
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	10	Type here

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

- Knowledge of LCC instructional software systems
- Knowledge of instructional procedures and processes

Communication

- Mediation and conflict resolution skills
- Effective interpersonal communication skills
- Ability to interpret and translate information and communicate it to others
- Ability to communicate effectively verbally and in writing
- Ability to coordinate groups and work in a team environment

Problem Solving

- Ability to analyze data to develop new techniques and processes
- Ability to evaluate program needs and formulate solutions that can be implemented within college systems
- Ability to find creative solutions

Leadership

- Model concepts of customer service
- Model ethical and professional behavior

Other

- Keep current in discipline and area of responsibility.
- Utilize discipline-specific knowledge to teach, tutor, train, mentor, and advise students and colleagues.
- Assess the quality of instruction and student outcomes in accordance with applicable College and legal standards.
- Share in the improvements of educational programs in accordance with College policy.
- Update instructional materials as needed.



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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

- Associate Degree or higher in education, healthcare, or related field from a regionally accredited college or university.
- Must hold at least one active credential within the neurodiagnostic profession, such as, R.EEG T., R. EP T., CLTM, CNIM, R.NCS.T., RPSGT, or DABNM.
- Demonstrated experience performing neurodiagnostic procedures.
- Current BLS certification or within 30 days of hire.

Preferred

- Bachelor’s Degree in education, healthcare, or related field from a regionally accredited college or university.
- Graduation from a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited Neurodiagnostic Technology (NDT) Program.

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: Linda Koning **Supervisor’s Signature:** Linda Koning **Date:** 6/27/2019

Dean/ELT’s Name: Margherita Clark **Dean/ELT’s Signature:** Margherita Clark **Date:** 6/27/2019

HR Rep: Sydney Glasscoe **HR Rep Signature:** *Sydney Glasscoe* **Date:** 6/28/19

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 #: PLNDXT

Date: 6/27/2019

Supervisor's Position #: FA9763

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