



# JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 06/10/2016

DATE:	7/24/2018	POSITION #:	PLIABE
NAME OF INCUMBENT(S):			
JOB TITLE:	Part-Time Lab Instructor – Integrated English		
DIVISION:	Arts & Sciences		
DEPARTMENT:	Integrated English		
PAY TABLE/LEVEL/GRADE:	Enter pay level.	REPORTS TO:	FA9926

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

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Regular/Continuing           | <input type="checkbox"/> Temporary/Limited Duration  | <input type="checkbox"/> Full-Time (40 hrs/wk)                      |
| <input checked="" type="checkbox"/> Bargaining Unit: <u>MAHE</u> | <input type="checkbox"/> Individual Position         | <input checked="" type="checkbox"/> Part-Time: <u>20</u> Hours/Week |
| <input type="checkbox"/> Non-Bargaining                          | <input checked="" type="checkbox"/> Pooled Position: |   |
| <input 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.)

These individuals will instruct students enrolled in Integrated English Foundations for Success program and/or other Integrated English lab classes, as assigned each semester.

**DIRECT REPORTS:** (

<b>Direct Report(s):</b>	
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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
<u>70</u>	1	Work as part of a team of Lab Instructors, who function as the principal source of instruction in Integrated English laboratory settings, such as the Foundations for Success, focusing on Reading, Writing, and Math instruction to improve basic skills and/or earn a GED diploma.
<u>20</u>	2	Record student progress by making notes for other Lab Instructors within the team, such as number of modules or assignments completed each day.
<u>10</u>	3	Attend Integrated English and program meetings.


**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 ages, 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.

**MINIMUM QUALIFICATIONS:**

**Required:**

Bachelor’s Degree with a minimum of at least two years teaching or tutoring experience with developmental, adult and/or ESL students.

**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.**

<b>Incumbent’s Name (if any).</b>		<b>Incumbent’s Signature*</b>		<b>Date</b>
<b>Supervisor’s Name</b>		<b>Supervisor’s Signature*</b>		<b>Date</b>
<b>Dean/ELT’s Name</b>		<b>Dean/ELT’s Signature</b>		<b>Date</b>
<i>Note: Signature means approval, otherwise return for signatures.</i>				
<b>Human Resources Rep.</b>		<b>HR Rep Signature</b>		<b>Date</b>
<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 #: PLIABE

Date: 7/24/2018

Supervisor's Position #: FA9926

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