

**San Joaquin Valley College**  
**Job Description**

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**Job Title:** Program Director  
**Department:** Academic Affairs & Student Services  
**Programs:** Criminal Justice, Dental Assisting and Veterinary Technology  
**Reports To:** Division Manager  
**Status:** Full-time, Exempt

**Summary:** Program Directors apply their expertise and knowledge to assure the program major under their supervision is in compliance with all applicable program accreditation and approval standards. Program Directors will have teaching assignments on an on-going or intermittent basis.

**Essential Duties and Requirements:**

**ADMINISTRATIVE**

- Assists the Division Manager or Academic Dean in interview and selection of faculty
- Develops and maintains a resource of qualified substitute instructors
- As assigned by the Director of Instruction and Division Manager, participates in new faculty orientation and training
- Participates in classroom observation and faculty evaluations
- Maintains patient records, if applicable
- Participates in curriculum revision
- Maintains appropriate levels of lab supply inventory
- Assures that lab equipment is properly maintained
- Participates in the selection of textbooks, software, and capital equipment
- Facilitates advisory committee meetings
- Monitors graduate placement and pass rates on applicable licensure and registry examinations
- Participates in accreditation and approval processes
- Monitors and assures program compliance
- Other duties as assigned

**INSTRUCTIONAL**

- Prepares course work and teaches assigned courses.
- Assesses and analyzes student mastery of course and program learning outcomes.
- Reviews assessment data and adjusts curriculum and instructional methodologies to improve student learning.
- Contributes to outcome discussions at the campus, program and institution levels.
- Fulfills all duties enumerated within the Statement of Faculty Responsibilities.
- Participates in college governance, committees and task forces.
- Attends educational and campus meetings.
- Contacts students outside the classroom due to student absence to relay information related to class work and assignments.
- Offers students additional tutoring outside class time.
- Refers students to appropriate campus resources.
- Performs various functions and duties directly related to the program or the operations of the campus.

- Teaches assigned courses in accordance with established SJVC approved curriculum and course outlines.
- Informs students about course requirements, evaluation procedures and attendance requirements.
- Maintains necessary attendance, scholastic and student records, and submits records according to published guidelines.
- Participates in professional development, advisory board meetings, student and other educational activities in accordance with college policy.
- Maintains current knowledge in the field, vocation or profession.
- Participates in the evaluation, revision and development of curriculum and instructional methods.
- Participates as assigned in various campus activities and duties, including but not limited to tutoring labs, skill seminar labs, learning resources, teaching or lab assistant, student retention projects, placement and employment services, job development, campus workshops and seminars.
- Performs other duties as assigned

**Supervisory Responsibilities:** Directly supervises 1 to 15 faculty members. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

**Competency:** To perform the job successfully, an individual should demonstrate the following competencies:

Design – Generates creative solutions; demonstrates attention to detail.

Problem Solving – Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Project Management – Develops project plans; coordinates projects; communicates changes and progress; completes projects on time and within budget; manages project team activities.

Technical Skills – Assesses own strengths and weaknesses; pursues training and development opportunities; strives to continuously build knowledge and skills; shares expertise with others.

Customer Service – Manages difficult or emotional student/faculty situations; responds promptly to student and faculty needs; solicits student and faculty feedback to improve service; responds to requests for service and assistance; meets commitments.

Interpersonal Skills – Focuses on solving conflict, not blaming; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others' ideas and tries new things.

Oral Communication – Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills; participates in meetings.

Written Communication – Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.

Teamwork – Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit; puts success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

Visionary Leadership – Displays passion and optimism; inspires respect and trust; mobilizes others to fulfill the vision; provides vision and inspiration to peers and subordinates.

Change Management – Develops workable implementation plans; communicates changes effectively; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Delegation – Delegates work assignments; matches responsibility to the person; sets expectations and monitors delegated activities; provides recognition for results.

Leadership - Exhibits confidence in self and others; inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others.

Managing People – Includes faculty in planning, decision-making, facilitating and process improvement; takes responsibility for subordinates' activities; makes self available to faculty; provides regular performance feedback; develops subordinates' skills and encourages growth; fosters quality focus in others; improves processes, products and services; continually works to improve supervisory skills.

Quality Management – Looks for ways to improve and promote a quality education; demonstrates accuracy and thoroughness.

Cost Consciousness – Works within approved budget.

Diversity – Demonstrates knowledge of EEO policy; shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment; builds a diverse workforce.

Ethics – Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and ethically; upholds organizational values.

Organizational Support – Follows policies and procedures; completes administrative tasks correctly and on time; supports organization's goals and values; benefits organization through outside activities.

Judgment – Displays willingness to make decisions; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions.

Motivation – Sets and achieves challenging goals; measures self against standard of excellence.

Planning/Organizing – Prioritizes and plans work activities; uses time efficiently; plans for additional resources; sets goals and objectives; organizes or schedules faculty and their tasks.

Professionalism – Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions; follows through on commitments.

Quality – Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; monitors own work to ensure quality.

Safety and Security – Observes safety and security procedures; reports potentially unsafe conditions; uses equipment and materials properly.

Adaptability – Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality – Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time.

Dependability – Follows instructions, responds to management direction; takes responsibility for own actions; commits to long hours of work when necessary to reach goals; completes tasks on time or notifies appropriate person with an alternate plan.

**Qualifications:** To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience –

Must meet or exceed all standards listed in Minimum Faculty Qualifications.

Language Skills – Ability to read and interpret documents such as handbooks and curriculum; ability to write routine reports and correspondence; ability to speak effectively before groups of students and faculty members.

Mathematical – Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent.

Reasoning Ability – Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form; ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills – To perform the job successfully, an individual should have knowledge of Microsoft Office, Word, Excel, Access, PowerPoint and Outlook.

**Certifications, Licensures and Registrations:** Must possess all certifications and licensures required for the courses and/or programs in charge of as the Program Director.

**Other Qualifications:** Must have a thorough knowledge of the specific program requirements, accreditation and approval standards. Must demonstrate the ability to teach from standardized curriculum. Must have a thorough knowledge of SJVC policies and procedures.

**Physical Demands:** The physical demands describes here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; sit; use hands to finger, handle or feel; reach with hands and arms; talk; and hear. The employee is frequently required to walk and stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. In some cases depending on the program, the employee may be exposed to chemicals and/or moving machinery.

## *San Joaquin Valley College* Job Description

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**Job Title:** Instructor  
**Department:** Academic Affairs & Student Services  
**Reports To:** Academic Dean

**Summary:** Working with minimal supervision from the Academic Dean and technical supervision from the Program Director or Division Manager, the instructor is primarily responsible for the delivery of lecture and/or lab instruction to a population of diverse students.

### **Essential Duties and Responsibilities:**

- Prepares course work for all assigned classes and teaches assigned courses in accordance with established SJVC approved curriculum and course outlines.
- Assesses and analyzes student mastery of course and program learning outcomes.
- Reviews assessment data and adjusts curriculum and instructional methodologies to improve student learning.
- Contributes to outcome discussions at the campus, program and institution levels.
- Fulfills all duties enumerated within the Statement of Faculty Responsibilities
- Participates in college governance, committees and task forces.
- Attends educational and campus meetings.
- Contacts students outside the classroom due to student absence to relay information related to class work and assignments.
- Offers students additional tutoring outside class time.
- Refers students to appropriate campus resources.
- Performs various functions and duties directly related to the program or the operations of the campus.
- Informs students about course requirements, evaluation procedures and attendance requirements.
- Maintains necessary attendance, scholastic and student records, and submits records according to published guidelines.
- Participates in professional development, advisory board meetings, student and other educational activities in accordance with college policy.
- Maintains current knowledge in the field, vocation or profession.
- Participates in the evaluation, revision and development of curriculum and instructional methods.
- Participates as assigned in various campus activities and duties.
- Performs other duties as assigned

**Supervisory Responsibilities:** An instructor supervises student conduct in the classroom, on the campus, and on field trips and school related functions.

**Competency:** To perform the job successfully, an individual should demonstrate the following competencies:

Analytical – Collects and researches data to enhance teaching materials; uses intuition and experience to complement data.

Design – Generates creative solutions; translates concepts and information into images; uses feedback to modify teaching methods; demonstrates attention to detail.

Problem Solving – Identifies and resolves problems in the classroom; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Customer Service – Manages difficult or emotional student situations; responds promptly to student needs; solicits student feedback to improve service; responds to requests for tutoring and assistance; meets commitments made to students.

Interpersonal Skills – Focuses on solving conflict, not blaming; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others' ideas and tries new things.

Oral Communication – Effectively teaches and communicates with students from diverse backgrounds; speaks clearly and persuasively in positive and negative situations; listens and gets clarification; responds well to questions; demonstrates excellent presentation skills; participates in meetings.

Written Communication – Writes clearly and informatively; edits work for spelling and grammar; varies writing style to meet needs; presents numerical data effectively; able to read and interpret written information.

Teamwork – Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit; puts success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

Visionary Leadership – Displays passion and optimism; inspires respect and trust; mobilizes students to fulfill their educational vision; provides vision and inspiration to students and co-workers.

Diversity – Shows respect and sensitivity for cultural differences; educates students on the value of diversity; promotes a harassment-free environment; builds a diverse workforce in the classroom and office.

Ethics – Treats students, employees, and the general public with respect; inspires the trust of others; works with integrity and ethically; upholds organizational values.

Organizational Support – Follows policies and procedures; completes administrative tasks correctly and on time; supports organization's goals; benefits organization through outside activities; supports affirmative action.

Judgment – Exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process.

Motivation – Encourages students to set and achieve challenging goals; demonstrates to students persistence and ways to overcome obstacles; measures self against standard of excellence and encourages students to do so as well; encourages students to take calculated risks to accomplish goals.

Professionalism – Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions.

Safety and Security – Observes safety and security procedures, as well as teaches safety and security procedures in the classroom; reports potentially unsafe conditions; uses equipment and materials properly.

Adaptability – Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality – Is consistently at work on time; ensures class(es) start on time; ensures classes are covered when absent; arrives to meetings and appointments on time.

Dependability – Follow instructions, responds to management direction; commits to long hours of work when necessary to cover classes and/or tutor students.

Innovation – Displays original thinking and creativity; meets challenges with resourcefulness; generates suggestions for improving work; develops innovative approaches and ideas; presents ideas and information in a manner that gets others' attention.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Education and/or Experience

Must meet or exceed all standards listed in Minimum Faculty Qualifications.

### Language Skills

Ability to read, analyze, and interpret materials related to area of expertise; ability to respond to common inquiries or complaints from students, employees and members of the business community; ability to effectively present information to students, employees, and the business community.

### Mathematical Skills

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume; ability to apply concepts of basic algebra and geometry.

### Computer Skills

To perform this job successfully, an individual should have knowledge of Microsoft Office Word, Excel, Access, Outlook and all software programs related to courses to be taught.

### Certificates, Licenses, Registrations

Instructors must have required certificates, licenses and registrations required for the course(s) they are to teach.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; use hands to finger, handle, or feel; reach with hands and arms; talk; hear and speak. The employee is frequently required to walk; sit and stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

In some and/or all vocational classrooms, the employee is frequently exposed to moving mechanical parts. The employee is occasionally exposed to fumes or airborne particles and toxic or caustic chemicals. The noise level in the work environment is usually moderate.

# Faculty Qualifications\*



**Revised: May 2013**

\*Only the qualifications that pertain to the dental assisting and general education instructors are included in this document.



# *San Joaquin Valley College*

## **Statement of Purpose**

Minimum faculty qualifications at *San Joaquin Valley College* establish standards which will assure that faculty are qualified by academic background and experience to carry out their institutional and program responsibilities and their potential to contribute to the mission and goals of the college.

While teaching effectiveness is the principle criterion for the selection of teaching faculty, knowledge of the subject matter or service to be performed is the foundation. Discipline expertise is essential as faculty members are responsible for curriculum development and assessment of student learning through the Program Review process.

*San Joaquin Valley College* is dedicated to providing educational programs which meet the highest standards of quality and provide the training and skills required to compete in today's work force. A trained, competent, and professional instructor is the first step in achieving this goal.

### **VOCATIONAL COURSES IN THE MAJOR**

This listing is intended as an "overview" of the minimum requirements for faculty in the various programs. A more detailed listing of requirements is found in the job descriptions for the individual programs and courses.

<sup>1</sup>Degree must be from an accredited college or university in major discipline or related discipline. Non – U.S. degrees require an official equivalency report that identifies the institution(s) attended, dates of attendance, credential(s) earned and the U.S. educational equivalent (NOTE: It is recommended that the applicant uses the International Education Research Foundation at [www.ierf.org](http://www.ierf.org) and requests a "General Report." The cost of the report is at the applicant's expense.

<sup>2</sup>Must be in the major or subject area of the program

# San Joaquin Valley College

## Health Studies Division

Areas of Instruction	Position	Minimum Degree Requirement <sup>1</sup>	Minimum Years of Teaching and/or Professional Experience <sup>2</sup>	Minimum Certification, Licensure, Credential & Additional Requirements	AA/AD/HR Verification for licensure/certifications
Dental Assisting	Instructor Program Director	Associate Degree; Bachelor's Degree Preferred	3 years working experience as a RDA	<ul style="list-style-type: none"> <li>Registered Dental Assistant</li> <li>Radiology (X), Coronal Polish (CP), and Sealant (S) certifications</li> <li>Two Hours Teaching Methodology in Clinical Evaluation Certificate (Coronal Polish, Infection Control, Radiology, Sealants)</li> <li>30 Hours Teaching Methodology Certificate (issued by SJVC or CADAT)</li> <li>CPR certified (AHA or ARC)</li> <li>Computer skills preferred</li> </ul> <p>(Note: Certifications must be current and from California)</p>	<p>CA Department of Consumer Affairs <a href="http://www.dbc.ca.gov">http://www.dbc.ca.gov</a></p> <ul style="list-style-type: none"> <li>RDH licensed prior to 2006</li> <li>RDH licensed after 2006 must have active RDA license</li> </ul> <p><b><i>In lieu of 30 hour teaching methodology:</i></b> may possess a postgraduate degree in education, a Ryan Designated Subjects Vocational Education Teaching Credential, a Standard Designated Subjects Teaching Credential, or, a Community College Teaching Credential</p>

<sup>1</sup>Degree must be from an accredited college or university in major discipline or related discipline Non – U.S. degrees require an official equivalency report that identifies the institution(s) attended, dates of attendance, credential(s) earned and the U.S. educational equivalent (NOTE: It is recommended that the applicant uses the International Education Research Foundation at [www.ierf.org](http://www.ierf.org) and requests a “General Report.” The cost of the report is at the applicant’s expense.

<sup>2</sup>Must be in the major or subject area of the program

## *San Joaquin Valley College*

### General Education Division

Areas of Instruction	Position	Minimum Degree Requirement <sup>1</sup>	Minimum Years of Teaching and/or Professional Experience**
Biology Microbiology	Instructor	Bachelor's Degree in Biological Science, Biochemistry, Biophysics, Marine Science, Microbiology, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)

<sup>1</sup>Degree must be from an accredited college or university in major discipline or related discipline. Non – U.S. degrees require an official equivalency report that identifies the institution(s) attended, dates of attendance, credential(s) earned and the U.S. educational equivalent (NOTE: It is recommended that the applicant uses the International Education Research Foundation at [www.ierf.org](http://www.ierf.org) and requests a “General Report.” The cost of the report is at the applicant’s expense.

<sup>2</sup>Must be in the major or subject area of the program

## *San Joaquin Valley College*

### General Education Division

Areas of Instruction	Position	Minimum Degree Requirement <sup>1</sup>	Minimum Years of Teaching and/or Professional Experience**
Chemistry	Instructor	Bachelor's Degree in Chemistry, Biochemistry, Physics, Molecular Biology, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
English	Instructor	Bachelor's Degree in English, Literature, Composition, Liberal Studies, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
History	Instructor	Bachelor's Degree in History, Social Science, Humanities, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Math	Instructor	Bachelor's Degree in Mathematics, Applied Mathematics, Statistics, Physics, Engineering, or related major  <i>May accept related degree with 12 units completed in subject matter*</i> <i>May accept 8 units if in advanced level Math such as Calculus</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)

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<sup>2</sup>Must be in the major or subject area of the program

## *San Joaquin Valley College*

### General Education Division

Areas of Instruction	Position	Minimum Degree Requirement <sup>1</sup>	Minimum Years of Teaching and/or Professional Experience**
Natural Science	Instructor	Bachelor's Degree in Environmental Studies, Chemistry, Physics, Biology, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Philosophy	Instructor	Bachelor's Degree in Philosophy, Humanities, Sociology, Social Science, Social Psychology, Liberal Studies, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Physics	Instructor	Bachelor's Degree in Physics, Engineering, Mathematics, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Psychology	Instructor	Bachelor's Degree in Psychology, Counseling, Liberal Studies, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Sociology	Instructor	Bachelor's Degree in Sociology, Anthropology, Political Science, Social Psychology, Liberal Studies or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)

<sup>1</sup>Degree must be from an accredited college or university in major discipline or related discipline Non – U.S. degrees require an official equivalency report that identifies the institution(s) attended, dates of attendance, credential(s) earned and the U.S. educational equivalent (NOTE: It is recommended that the applicant uses the International Education Research Foundation at [www.ierf.org](http://www.ierf.org) and requests a "General Report." The cost of the report is at the applicant's expense.

<sup>2</sup>Must be in the major or subject area of the program

## *San Joaquin Valley College*

### General Education Division

Areas of Instruction	Position	Minimum Degree Requirement <sup>1</sup>	Minimum Years of Teaching and/or Professional Experience**
Health	Instructor	Bachelor's Degree in Health Sciences, Biology, Nutrition, Nursing, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)
Speech	Instructor	Bachelor's Degree in Speech, Communications, or related major  <i>May accept related degree with 12 units completed in subject matter*</i>	3 years Required: Official College Transcript  (online teaching experience for Online Instructors)

\*Previous work or personal experience may be considered in addition to educational background; candidate must demonstrate subject matter competency

\*\*Additional program-specific training required within first 30 days of employment, and 10 hours of program-specific classroom observation required within first 90 days of employment

<sup>1</sup>Degree must be from an accredited college or university in major discipline or related discipline. Non – U.S. degrees require an official equivalency report that identifies the institution(s) attended, dates of attendance, credential(s) earned and the U.S. educational equivalent (NOTE: It is recommended that the applicant uses the International Education Research Foundation at [www.ierf.org](http://www.ierf.org) and requests a "General Report." The cost of the report is at the applicant's expense.

<sup>2</sup>Must be in the major or subject area of the program

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18/18