

Core Faculty Member (Residential or Online), Counselor Education



Position
Title: Core Faculty Member (Residential or Online), Counselor Education Date: 05/11/2021
Department/Area: School of Behavioral Sciences
Reports To: Dean, School of Behavioral Sciences
Employee Classification: Full-time, Salary
Primary Function/Purpose:
Instructors in the Graduate Counseling Department collaborate to deliver excellent education and field experiences for residential and online students at Clarks Summit University.
Essential Responsibilities:
<p>Primary Duties</p> <ul style="list-style-type: none">• Teach and develop Counseling courses• Serve as a Core Faculty Member for the Master of Science in Counseling program<ul style="list-style-type: none">○ Provide leadership and direction to the program○ Set budgetary priorities for the program○ Assess the program○ Advise students• Travel to campus 3 times a year for module courses or meetings as determined by program leadership <p>Secondary Duties</p> <ul style="list-style-type: none">• Mentor and counsel students• Respond to program inquiries• Fulfill faculty responsibilities as determined by the administration• Attend professional conferences annually

Qualifications:

- Terminal degree in Counselor Education or a related field (must meet CACREP degree requirements)
- Biblical philosophy of counseling
- Appropriate state and national credentials, and membership in counseling associations
- Evidence of professional development and renewal activities related to counseling, professional service and advocacy in counseling, and research and scholarly activity in counseling.
- Strong interpersonal skills and the ability to effectively communicate with a wide range of individuals and constituencies in a diverse community
- Strong computer skills to facilitate online education
- Full agreement and willing adherence to Clarks Summit University's Standard of Conduct and Confession of Faith. Applicant must hold these standards as his/her own.

Primary Duties:

- **Conscientiousness**
 - Displays a professional image at all times, even when facing significant job challenges.
 - Delivers on commitments made to others.
 - Takes ownership for resolving problems rather than allowing them to persist.
 - Displays positive “Can Do” attitude.
- **Flexibility**
 - Adapts quickly to changing situations. This includes last minute changes and disruptions to schedule.
 - Is receptive to new information, ideas, or strategies to achieve organization’s goals.
- **Influencing/Negotiating**
 - Anticipates potential reactions, or concerns of students and takes initiative to address them.
 - Uses compelling information/statistics to effectively communicate course materials.
 - Builds ownership for new initiatives, or changes by involving those responsible for implementation in planning the details.
- **Integrity/Honesty**
 - Avoids any action, or situation that would give the appearance of unethical, or inappropriate behavior.
 - Demonstrates the courage to do the right thing in difficult situations.
 - Holds self and others accountable for meeting high standards of the organization's integrity.
 - Leads by example through modeling ethical practices and standards.
- **Sensitivity**
 - Treats others with respect, fairness, and consistency (e.g., listen to, respect others' views, and ideas).
 - Demonstrates empathy and understanding when addressing sensitive issues with others.
 - At times the instructor will be privileged to information that should not be shared and must maintain confidentiality.
- **Organizational Skills**
 - Demonstrates initiative for completing work and improving program.
 - Organizes, manages, and takes responsibility for class developments.
- **Verbal Communication**
 - Adjusts communication style and language to most effectively connect with different/diverse audiences and individuals.
 - Follows through with the students to ensure that important information has been understood.
 - Communicates information concisely and clearly.
 - Explains complex concepts clearly.
 - Maintains frequent contact with students to keep them informed about important changes.
 - Ability to communicate professionally with all students.
- **Other Interpersonal Skills**
 - High-level of effective interpersonal communication skills, both written and verbal plus organization and presentation skills.
 - Cultivates strong working relationship with employees and students.
 - Strong desire to be a part of a University with our value of Preparing Christ-Centered, Career-Ready Graduates.

Language Skills:

Ability to read, analyze, and interpret instructions, reports, and correspondence. Ability to write reports, correspondence, and process feedback. Ability to effectively present information and respond to questions from groups of students or individuals. Ability to effectively communicate information one-on-one and in group situations to other employees, students, and/or prospective students.

Mathematical Skills:

Intermediate

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

Acknowledgement:

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or to be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned.

Acceptance:

I have read this job description, understand, and accept these duties, and agree to carry out the assigned duties to the best of my abilities in the best interest of Clarks Summit University and my fellow coworkers. I have also read, understand, and will, to the best of my abilities, follow and adhere to the Clarks Summit University management structure, Clarks Summit University’s mission, and Clarks Summit University’s policies. I will respect those above and under my leadership according to Clarks Summit University Code of Conduct, Code of Ethics, and Doctrinal Statement.

Employee:

Direct Manager:

Signature/Date:

Signature/Date:

Physical Requirements / Environmental Conditions

How much on-the-job time is spent on the following physical activities? Show the time by checking the appropriate boxes below.

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job have any special vision requirements? Check all that apply.

- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- No special vision requirements

Make notes on the specific job duties that require the physical demands selected above.

Work Environment

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much noise is typical for the work environment of this job? Check the appropriate level below.

- Very quiet conditions (examples: forest trail, isolation booth for hearing test)
- Quiet conditions (examples: library, private office)
- Moderate Noise (examples: business office with computers and printers, light traffic)
- Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
- Very loud noise (examples: jack hammer work, front row at rock concert)

Notes on the specific job duties that are affected by the environmental conditions selected above.

Additional Information: Include any other information that will aid in the preparation of an accurate description of this job.

