

## Request to Fill Classified Positions

This form can be used to track the request process for filling vacant positions, and/or requesting new positions or increases in current positions. This form is not to be used for reclassification requests or reorganizations. Complete the sections immediately below, attach any documentation and forward the packet according to the listed steps. Each person in the chain will initial and date the document, and forward it as appropriate. If the request is denied at steps 1, 2 or 4, the individual or group denying the request will inform the requesting party. Steps 3 and 5 are recommendatory only.

*Note: Temporary (District or agency) employment in the requested area is limited to a maximum of 60 days. This limit is designed to encourage prompt review of the vacancy. (Education Code Sec. 88003)*

1. **This position is an increase in the # hours/week and the # months/year to a current employee's (*Melodie Bahou*) permanent part-time position. The request is specific to Melodie's IS position in the Access Resource Center as she assists with unique instructional support and her job duties (which only she is trained to do) and are specific to this position and play an integral role in facilitating the service of assessment to students with disabilities.**

	<input type="checkbox"/> Replacement (No Changes)	<input checked="" type="checkbox"/> Replacement with requested changes *	<input type="checkbox"/> New Position (not a replacement)
Department:	Access Resource Center	Access Resource Center	
Position Title:	Instructional Specialist	Instructional Specialist	
Last Incumbent or "New":	Melodie Bahou	Melodie Bahou	
Date of vacancy or Date of Board approval of new position:	N/A	N/A	
Salary Range:	14F	14F	
Hours per week:	<b>18</b>	<b>25</b>	
Months per year:	34 Weeks 7 Months, 18 days	<b>42 Weeks</b> <b>9 months, 16 days</b>	
Bilingual Required:	NO	NO	

\* Use the "Replacement (no changes)" column to provide information about the position as it currently exists. Use the "Replacement with Requested Changes" column to show the changes.

***On a separate sheet, answer the below questions regarding the position.***

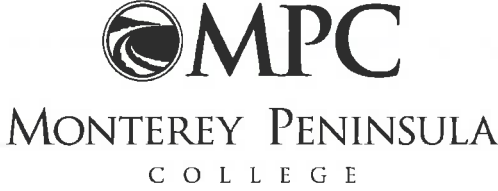
2. Annual Cost of the Proposal (HR will complete)
3. Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years.
4. If requesting changes to the position, provide the justification/rationale, and consequences of not making the change.
5. Explain how this position supports student learning.
6. Explain what would happen if the position weren't approved.
7. Bilingual (Spanish)

I am requesting this position be considered by the Vice President to be designated as Bilingual Required because:

No, this position should not be bilingual required

8. **Attach the Job Description to this request. All Classified Job Descriptions can be found online at:**  
<http://www.mpc.edu/humanresources/Documents/Forms/AllItems.aspx>

Classification/Position: 14F/Instructional Specialist Date: 5/1/15

steps	REPLACEMENT POSITION	Initials/Date	steps	NEW OR CHANGED POSITION*	Initials/Date
1	Chair/manager discusses vacant position with division/area and other relevant group(s).		1	Chair/manager discusses the new/ vacant position with division/area and other relevant group(s).	T.O-W 10/24/14 12/8/14
2	Chair/manager discusses with VP or designee. The VP may authorize short term help if funds in the budget and no additional cost.		2	Chair/manager discusses with VP or designee. The VP may authorize short term help if funds in the budget and no additional cost.	T.O-W 12/8/14 5/1/15
3	VP discusses request with Vice Presidents and President		3	VP or designee discusses request with Advisory Group.	(LW) 5/7/15
4	President makes final decision. VP presents to College Council for information.		4	VP discusses request with Vice Presidents and President. HR informs MPCEA.	WT 5/14/15
5	HR begins recruitment, takes recommendation to Governing Board, or takes other necessary steps.		5	College Council Reviews and makes a recommendation to the President. 2 Readings.*	
			6	President makes final decision and informs VP, Chair/manager. President directs HR to process request. (Board approval, recruitment, etc.)	
			7	HR begins recruitment, takes recommendation to Governing Board, or takes other necessary steps	

VP's Authorization for Bilingual: \_\_\_\_\_ DATE: \_\_\_\_\_

President's Authorization: \_\_\_\_\_ DATE: \_\_\_\_\_

Note #1: These steps may take more or less time depending upon time constraints (e.g. e-mail vs. meetings), and the nature of the position.

Note #2: If this process cannot be completed within 30 calendar days, the President may authorize action without completing this process and will inform the College Council.

Note #3: If the new or changed position is vital to core mission of the college, the President may authorize action without completing this process and will inform the College Council.

Note #4: Once recruitment begins, Education Code Section 88003 limits short term or substitute employment to 60 days.

\*New and changed positions must be presented to College Council for two readings and approved by the Board of Trustees. Positions included in MPCEA must be negotiated.

2. **Annual Cost of the Proposal (HR will complete).**

This position is currently 18 hr per week PT Permanent 7 months and 18 days per year and is *categorically funded*. This IS position employee provides support for **specific classes** we offer. The salary will be \$28,833 salary and rollups (per Connie Andrews in fiscal) for the permanent employee who currently holds this position.

3. **Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years: *Categorical funds*.**

4. **If requesting changes to the position, provide the justification/rationale, and consequences of not making the change.**

The consequence of not making changes to this position is reduced support for class instructors and students with disabilities in LNSK classes. Specifically, this is the only Instructional Specialist who works with the LNSK 330 course doing learning skills assessments. This work requires a specific skill set and training in the tests used. The number of assessments which can be completed by the instructor in this specialized class for students with disabilities is reduced proportionately to the hours of support provided by this particular IS position; therefore, class size will need to be limited in order to maintain a ratio that is manageable given the needs of students with a diverse range and severity of learning disability if this position is not increased in hours.

5. **Explain how this position supports student learning.**

The IS is essential in helping to facilitate and support the faculty in delivering instruction and supports towards the successful achievement of student learning outcomes by students enrolled in Learning Skills Classes, especially as described in #4 above.

6. **Explain what would happen if the position weren't approved.**

The consequence of not filling this position is reduced support for class instructors and students with disabilities in LNSK classes. The amount of IS support for students with disabilities enrolled in special classes is proportionately related to the type and modality of instruction an instructor can do. Class size will need to be limited in order to maintain a ratio that is manageable given the needs of students with a diverse range and severity of disability. The amount of individualized instruction is reduced proportionately when an instructor in LNSK classes has reduced IS support. In some courses, certain components of the instruction or mode of providing the instruction would need to be eliminated or changed.

7. **Bilingual (Spanish)**

No, this position should not be bilingual required

8. **Job Description attached.**



**Job Description/Title:** Inst. Spec. & Inst. Asst II → INSTRUCTIONAL SPECIALIST  
**Approved, Bargaining Unit President:** 3/14/08  
**Approved, MPC Associate Dean, Human Resources:** 2/28/2008  
**Board Approved:** 6/24/08

**MONTEREY PENINSULA COLLEGE**

**INSTRUCTIONAL SPECIALIST**

**JOB SUMMARY**

Under general supervision, assist students in the acquisition and reinforcement of specific skills. Receive limited supervision within a broad framework of standard District policies and procedures. Perform varied instructional support services, in a classroom environment, to meet the needs of small groups or individual students.

**EXAMPLES OF FUNCTIONS**

**Essential Functions**

Plan, organize, and assume responsibility for small groups of students on specific subjects, in cooperation with and by assignment from the program supervisor.

Provide supplemental instruction to individual and/or groups of students in one or more specialized areas.

Maintain required records of student progress and review with program supervisor as needed.

Confer with supervisor and/or instructors concerning programs and materials to meet student needs.

Participate in meetings related to the needs of students in the instructional support services programs.

Collect and evaluate data regarding students' progress; provide feedback to supervisor.

Assist in performing related tasks such as writing letters, taking attendance, and correcting/grading tests.

Serve as a resource person to teachers; recommend appropriate materials for subject area; share knowledge of particular subject area; use web based programs and internet search skills as appropriate.

Serve as information source regarding assigned department to students, staff, instructors and the community.

Select, requisition and maintain an inventory of instructional supplies and materials; set up work areas and prepare materials and equipment needed; arrange for and operate special classroom equipment as needed.

Administer/score/interpret student tests or assist students with self administered assessments; confer with instructors and supervisor as requested.

Develop creative methods and teaching techniques within the suggested framework of the supervisor/ within guidelines of program.

Assist instructors in the maintenance of specialized skill center operations, tasks and activities.

Keep routine records of the business of the program.

### **Other Duties**

Serve on college committees as assigned.

Perform other related duties as assigned.

Attend staff development and in-service training programs as appropriate.

### **EMPLOYMENT STANDARDS**

#### **Education and Experience**

Any combination of education, experience and training which would indicate possession of the required knowledge, skills, and abilities listed herein. For example, completion of approximately two years of college level course work in the assigned instructional area with demonstrated specific knowledge and skills in that area, and two years of recent experience in an instructional/tutorial role.

#### **Knowledge**

Knowledge of: skills and abilities to be reinforced in assigned instructional areas; basic functions and procedures associated with a classroom environment including learning, motivation and perceptions; instructional materials and objectives used at specific levels; application of curriculum as it applies to individual differences; basic needs and requirements of students in the area to which assigned; methodology for individualized instruction; basic clerical skills; word processing, spreadsheet programs, web based learning programs and internet search skills as needed to fulfill requirements of the job.

#### **Abilities**

Ability to: successfully assist students in the acquisition and reinforcement of skills in assigned instructional area; deal effectively with a wide variety of personalities and situations requiring diplomacy, tact, friendliness, poise and firmness; demonstrate an understanding, patient and receptive attitude toward student learning; demonstrate required skills associated with the tasks of the job in assigned subject area; perform simple clerical tasks; use efficiently various types of office and classroom equipment; use web based learning programs and internet skills as needed; use appropriate and correct English spelling, grammar and punctuation; communicate satisfactorily in both oral and written form; use accurately and efficiently word processing and spreadsheet programs as needed; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

### **PHYSICAL EFFORT/WORK ENVIRONMENT**

Light to moderate physical effort; occasional standing or walking; periodic handling of lightweight parcels of up to 15 pounds (if assigned to Physical Education up to 45 pounds). Indoor work environment.