

Faculty Position Request Form Year 2013~2014

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	(To be completed by The Vice President of Academic Affairs)	
	<input type="checkbox"/> Recommended to Approve (Indicate Ranking) ➡	
<input type="checkbox"/> Not Recommended to Approve ⤴		
Explanation:		

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Counselor, DSPS
Department:	Supportive Services and Instruction
Division:	Student Services

Check all that apply:	
<input type="checkbox"/>	New Position
<input checked="" type="checkbox"/>	100% Assignment
<input type="checkbox"/>	Split Assignment Identify Split %
<input checked="" type="checkbox"/>	Replacement: Identical Position
<input type="checkbox"/>	Replacement: Modified Position Identify faculty being replaced: Richard Weigle
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions

Review/Approval	Date
Department Chair: Faculty Coordinator	Terria Odom-Wolfer 11/19/12
Division Chair or Supervising Administrator, VP Student Services	Carsbia Anderson 11/19/12
Dean, Academic Affairs or Student Services	Larry Walker 11/19/12

All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons:

B. Description of the Position/Assignment

1. Describe all aspects of the position, including non-teaching assignments.

Provide academic, vocational and disability-management counseling to students with a variety of disabilities; counseling activities include initial interviews, general assessment, advisement, registration assistance, collection of verification documentation and maintenance of student files; when appropriate work with parents and advocates of students with disabilities; facilitate the provision of support services and accommodations; develop and/or monitor Student Educational Contracts; be familiar with assistive technology and alternate media in order to make recommendations for student

accommodation; maintain liaison with educational and community-based organizations for ongoing referral; conduct outreach and recruitment activities; provide consultation and support to faculty and staff regarding student educational issues; represent DSPTS at conferences and meetings and committee assignments; provide advocacy for students as appropriate; maintain accurate records for each student utilizing services in compliance with State and Federal regulations; participate in departmental activities; participate on campus committees and division meetings.

2. Aspects of college's mission being addressed by position:

- Transfer to four-year colleges
- Basic skills instruction
- Career Technical Education (CTE)
- Student support services

DSPTS (Supportive Services & Instruction) assists the College in providing the accommodations and services legally mandated for students with disabilities by both state and federal regulations including Title 5, Section 504, and ADA (AA). The counselor position is essential to meeting this requirement.

3. Is this position categorically funded? Yes No

C. Rationale for the Position

1. Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

A 47.5% state budget cut to DSPTS categorical programs in 2009 resulted in major staffing changes in SS&I, beginning with the loss of the Associate Dean position. In response to this loss, one of the full-time faculty members took on the role of Faculty Coordinator, functioning in a dual capacity as 2/3 coordinator and 1/3 teaching faculty. This has resulted in a substantial workload increase not only for the Faculty Coordinator/Instructor, but for *all* Program staff and faculty. Additional staffing reduction to the Program, resulting in reduction of services to students, included:

- **Adjunct counseling hours have also been significantly reduced, causing delays in the provision of services because of limited counseling appointments and longer wait times: 30% reduction in Fall 2009; 18% reduction in Spring 2010; 50% or greater reduction in Early Spring 2010 and Summer 2010.**
- **A 20 hour/week counselor, specifically funded to work with students with psychological disabilities and personal counseling directly related to the student's performance at MPC, was eliminated.**
- **Twenty-two hours of learning skills assessment services were cut when an 18 hour/week adjunct Learning Disabilities Specialist position was eliminated, and the full-time LD Specialist removed assessment from her teaching load in order to cover teaching of courses displaced by the faculty member assuming the 2/3 Faculty Coordinator role. (*Impacts counseling due to the amount of guidance and advising done in the assessment process.*)**

- **The need for test accommodations has substantially increased, making it necessary for more counseling contact time to authorize classroom accommodations. In addition more rigorous monitoring through audits has required development of a more specific DSPTS Student Educational Contract which must be reviewed annually by a counselor with each student.**

The Student Success Act identifies and mandates many key components necessary to move students effectively through the Community College system, and at least three of them are extremely relevant for SS&I: new technology, additional counselors, and enhanced professional development. Many students with disabilities enter MPC at the basic skills level, need support for courses as they enter into college level courses, and continue to use accommodations and services throughout their college process. This will result in an increasingly higher need, and demand by students, for disability-related counseling and advising.

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college’s Educational Master Plan, the Division’s most recent Program Review, the Department’s Program Review Update and Action Plan, and/or the Division’s and/or Department’s Program Reflections?

Yes (Please cite below.)

No (Please explain below.)

NOT A NEW OR MODIFIED POSITION

3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain. **Yes, disability-related counseling and advising is mandated in Title 5 regulations for serving students with disabilities. Specific minimum qualifications apply for counseling positions in DSPTS with regard to degree, background, and experience.**

4. Is this position recommended by a CTE advisory group? If so, please explain. If this is a CTE position, please provide Labor Market Information (LMI) for any occupations in which the instructor will provide instruction or training.

NO

5. Program size (To be completed in conjunction with Institutional Research Office):

a.

	# DSPTS Students Served (Unduplicated Count)
2009-2010	966
2010-2011	987
2011-2012	807

- b. **This is a non-teaching, 100% DSPTS counseling position with 30 student contact hours per week. The position historically has had 10 additional days added to the standard annual faculty contract due to demand for counseling year round. The counseling assignment (# of days) has been spread throughout the academic calendar year in order to cover as best we can the year round needs of students, especially at peak times. This is the only full-time counseling position Supportive Services &**

Instruction has, and the only part-time counselor in the department is funded with categorical non-DSPS funds which are *not guaranteed* annually. Thus, this is potentially the only counseling position filling the mandated counseling services for students with disabilities.

6. Programmatic plans for this and future years:

Following are just a few of the assumptions and trends identified which indicate the crucial nature of this request for replacement. Counseling is one of the major requirements to address these mandates:

- **Increasing on-line/distance ed course delivery will occur, and the College and SS&I will need to meet the mandates for accommodations/services/advising for students with disabilities.**
- **There will be an increasing number of services requested as the number of courses, at the Marina campus grows. The College is required to provide the same level of services as the main campus as the Marina location expands.**
- **The number of veterans taking courses on campus after returning from services has, and will continue to, increase substantially over the next couple of years. Veterans are a special population of students, and they often need substantial counseling support in their adjustment to college life.**
- **Students are experiencing challenging personal and socioeconomic issues complicating their success in college.**
- **Financial Aid requirements to expedite completion of classes and education plans and limit the number of units covered by financial aid funds impacts success of students with disabilities and specialized guidance is crucial.**

Position will remain as is with 100% student contact counseling hours as assignment. We have already limited appts to ½ hour for established students and a 1 hour appt for the intake, interview, and mandated SEC establishment for new students. Drop-in counseling time has been increased to maximize opportunity for students needing brief appts/assistance or accommodations authorizations and follow-up. These strategies will continue.

7. First two years' assignment for this position.

Teaching is not applicable to this counseling position. Position will remain as is with 100% student contact counseling hours as assignment.

8. Office/location to be assigned:

An office in the Supportive Services and Instruction Department located in SS&I, in the Student Services building, is dedicated for this position.

9. Other related resources needed:

10. Other considerations:

