

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 a

	<input checked="" type="checkbox"/> Replacement (No Changes)	<input type="checkbox"/> Replacement with requested changes *	<input type="checkbox"/> New Position (not a replacement)
Department:	Reading Center		
Position Title:	Instructional Specialist		
Last Incumbent or "New":	Erin Cuentas		
Date of vacancy or Date of Board approval of new position:	December 11, 2012		
Salary Range:	14A (\$11,594 annually)		
Hours per week:	18		
Months per year:	8 ½		
Bilingual Required:	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:** \$11,594 annually
3. **Source of Additional Funds:** for New Positions or Replacements with requested increases of hours or work years: N/A
4. **If requesting changes to the position, provide the justification/rationale, and consequences of not making the change.** N/A
5. **Explain how this position supports student learning.**
 - a) Strong reading skills are key to a student's success in college. The reading center supports students at all levels. For example, a student in a class rich with new vocabulary and a great deal of reading, such as anatomy and physiology or history, might fail due to weak reading skills—despite the fact that they are very capable of learning the material.
 - b) We work with basic skills students who are struggling to improve their reading and writing in order to be able to take required transfer level courses.
 - c) We are the lab corequisite for the reading classes.

- d) The methodology we use is a very effective tool to help second language learners with pronunciation, as well as to help strengthen reading and spelling skills that are weak because of second language acquisition issues.

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

With the conversion from temporary to permanent and the addition of new positions, the Reading Center had, for the first time in many years, adequate staff to meet student need. Due to budget constraints, we then lost Morag Elizabeth's position.

We have made some programmatic changes in order to accommodate more students with current staffing. Some of our tutoring is now in groups of three and logistically this seems to be a viable approach. We are also still meeting to discuss the possibility of incorporating computer programs to accommodate the needs of some students in the lab.

Nevertheless, our staff of 10 was just sufficient to cover the student load we experienced last year, with 10 sections of Eng. 302 and Eng. 322 in Fall 2011, and 8 sections in Spring 2012. This Fall there were two additional sections added, so we handling twelve sections. We can anticipate the need for basic skills reading classes to continue.

If the number of English class sections are fewer, however, we work with more students in Eng. 351/352. So, in addition to that load of over 250 weekly student contact lab hours, we also work with about 40 Eng. 351/352 students. This requires an additional 80 student contact hours per week. We still continue to have a waiting list for Eng. 351/352.

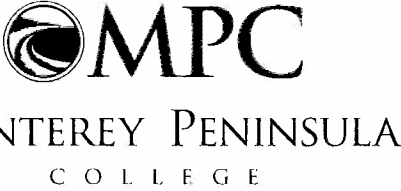
In addition, the English Department would like to offer English 302 at the Marina Campus, which will add to our current student load. Without the replacement of this position, we will not have adequate staff to cover the mandatory labs for the English classes.

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. See below...

Classification/Position: Instructional Specialist **Date:** 11-30-12

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).	DB 11-30-12	1	Chair/manager discusses the new/ vacant position with division/area and other relevant group(s).	
2	Chair/manager discusses with VP. The VP may authorize short term help if funds in the budget and no additional cost.	LF 11-30-12	2	Chair/manager discusses with VP. The VP may authorize short term help if funds in the budget and no additional cost.	
3	VP discusses request with Vice Presidents and President	LF 12-5-12	3	VP discusses request with Advisory Group.	
4	President makes final decision. VP presents to College Council for information.	LF	4	VP discusses request with Vice Presidents and President. HR informs MPCEA.	
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: LF DATE: 12-10-12

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.

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.