

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES  
DISCIPLINES LIST REVISION PROPOSALS

December 5, 2014

**Information for Proposed Disciplines List Changes**

*Italics* indicate a proposed addition

~~Strikeout~~ indicates a proposed deletion

Notation of “Senate” or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

**SECTION I: REVISIONS TO DISCIPLINES (MASTER’S)**

**PROPOSAL #1:**

Proposed Revision Discipline: African American Studies

Organization: San Diego Mesa College

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

*Master’s degree in African-American/Black/Africana Studies **OR** bachelor’s degree in African American/Black/Africana Studies **AND** master’s degree in Ethnic Studies **OR** the equivalent*

Rationale:

As the oldest Ethnic Studies discipline in higher education (1968), African American Studies has expanded within 76% of 1777 institutions nationally (both public and private) in varying formats as departments, programs, and/or courses over the last forty-five years. This includes undergraduate and graduate degree offerings in 15% of California’s Community College campuses, 57% of the CSUs and 70% of the UCs. Having African American Studies on the disciplines list will clarify the minimum qualifications for teaching and hiring for those institutions that have a fully recognized program of study.

As a catalyst for social, political & economic inclusion, naissanced from the northwest and cultural movements throughout the nation, African American offers students a diverse interdisciplinary course of study across the curriculum. This provides a critical opportunity for students to develop a holistic understanding of essential contributions African Americans have made to the American landscape and global community. Lastly, as transnational economies and international marketplaces expand, 21st century workforce demands require different (conceptual) skill sets that include language proficiencies, problem-solving, greater sensitivity to cultural differences (cultural competency), and an openness to diverse ideas and perspectives. As such, African American Studies provides education and research experiences that bring value to diversity, creative production, and cultural capital that is essential to understanding race relations and the impact of complex systems upon varying populations.

Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Hector Alvarez	Allan Hancock College	Hearing	Individual support
Michael Berke	San Jose City College	Hearing	Individual support
Joseph Bielanski	Berkeley City College	Hearing	District senate support
Jesus Covarrubias	San Jose City College	Hearing	Department support
Kendrick Dial	San Diego Mesa College	Hearing	Individual support
Andrienne Foster	West Los Angeles College	Hearing	Individual support
Juan Gamboa	San Jose City College	Hearing	Department support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
April Juarez	Long Beach City College	Hearing	Individual support
Terry Kihlenberg	San Diego Mesa College	Hearing	Senate support
Arnita Porter	West Los Angeles College	Hearing	Individual support
Deanna Shelton	San Diego City College	Hearing	Individual support
Lisa Soccio	College of the Desert	Hearing	Individual support
Georgine Montgomery	National Council of Black Studies	Letter*	Organization support

\*Copy of letter from National Council of Black Studies may be found at the end of the summary.

**PROPOSAL #2:**

Proposed Revision Discipline: Counseling DSPS

Organizations: California Association for Postsecondary Education and Disability (CAPED)

Current Minimum Qualifications: (Note that current minimum qualifications are located in Title 5 §53414)

Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling,

OR

Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work;

OR

A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or

graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;(A) Counseling or guidance for students with disabilities; or (B) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

Proposed Change:

~~Possession of a m~~Master's degree, ~~or equivalent foreign degree,~~ in rehabilitation counseling,

OR

~~Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work;~~

OR

~~A m~~Master's degree in counseling, guidance *counseling*, ~~student personnel, clinical or counseling psychology, education counseling, social work, career development, \*marriage and family therapy, or \*marriage, family and child counseling~~ *career development, or social welfare*; and either ~~twelve~~ *fifteen* or more semester units in upper division or graduate level course work specifically ~~in counseling or rehabilitation of individuals-related to people with disabilities, completion six semester units, or the equivalent, of a graduate-level counseling practicum or counseling field-work courses in a post-secondary DSPS program, or in a program dealing predominantly or exclusively with people with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;~~(A) Counseling ~~or guidance~~ for students with disabilities; or (B) Counseling ~~and/or guidance~~ in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

**OR**

*the equivalent.*

*\*NOTE: A Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative to this discipline.*

## Rationale:

The student population of Disabled Students Programs and Services (DSPP) has grown exponentially over the years. In the 1992-1993 academic year, the DSPP student count was 58,524. In the 2013-2014 academic year, the DSPP student count was 125,223. The DSPP student population has more than doubled resulting in more professionals needed to serve this student population. The inclusion of additional master's degrees that will meet minimum qualifications for a DSPP Counselor will assist in addressing this need.

The language changes are mostly intended to clarify and update the verbiage and educational requirements to what is used today. The way the minimum qualifications are currently presented closely mirror General and EOPS Counseling presentation of their minimum qualifications. The more we can align language together in the minimum qualifications, the more we will assist everyone understand student services counseling and other faculty qualifications.

In addition to general counseling skills, a DSPP counselor must have knowledge of the various types of disabilities, the functional limitations of those disabilities, disability law, and assistive technology. With the expansion of the master's degrees acceptable to work as a DSPP counselor, a language change is necessary to replace "predominantly" in some sections or include with it "specifically" or "exclusively" in relation to additional coursework or experience required. This will safeguard that those meeting minimum qualifications have the education and/or experience addressing and/or serving persons with disabilities.

## Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Cheryl Aschenbach	Lassen College	Hearing	Individual support
Patricia Flores-Charter	Southwestern College	Hearing	CO Learning Disability Field Advisory Cmte. Support
Maria Gonzales	West Hills College – Lemoore	Hearing	Individual support
Adam Gottdank	School of Cont. Education NOCCD	Hearing	Individual support
Victoria Greco	Mt. San Antonio College	Hearing	Individual support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Mary Mettler	Santiago Canyon College	Hearing	Individual support
Mary Rees	Moorpark College	Hearing	Department support
Deanna Shelton	San Diego City College	Hearing	Individual support

**PROPOSAL #3:**

Proposed Revision Discipline: Learning Disabilities Specialist: DSPS

Organizations: California Association for Postsecondary Education and Disability (CAPED)

Current Minimum Qualifications:

Add New Discipline.

Proposed Change:

*Master's degree in Learning Disabilities, Special Education, Education, Psychology, Speech Language Pathology, Communication Disorders, Educational or School Psychology, Counseling, or Rehabilitation Counseling AND Fifteen semester units of upper division or graduate study in the area of learning disabilities, to include, but not limited to adult cognitive and achievement assessment OR the equivalent.*

Rationale:

The role of a Learning Disabilities (LD) Specialist in the California Community Colleges has evolved over the last three decades. The current Minimum Qualifications (MQ's) in Title 5 section 53414 for Disabled Student Programs and Services (DSPS) faculty do not reflect the full role of an LD Specialist. The language currently in part (d) of section 53414 only refers to instructional positions within DSPS, and LD Specialists typically perform both direct assessment of learning disabilities and instructional duties. In some cases an LD Specialist will perform only one of those two main functions, but at most colleges they perform both functions. In order to adequately perform the full range of the assessment duties, a faculty member must be formally trained in both cognitive assessment and achievement assessment. Also, for that faculty member to authorize a student as meeting the eligibility criteria for a student to be coded for DSPS funding purposes under the category of "Learning Disability", they must be fully trained in cognitive and achievement assessment before they can be certified by the state Chancellor's Office to make such an authorization. Lastly, publishers of the assessment devices used will not allow their systems to be purchased by colleges unless someone has received formalized graduate-level training in those cognitive and achievement assessment systems.

So for all of the above stated reasons, LD Specialists need to have training in cognitive and achievement assessments, yet the current MQ's under which LD Specialists are hired make no mention of this necessary requirement. There are cases where colleges, strictly following the current MQ's, have hired faculty who could not fully perform the functions of an LD Specialist.

Testimonies:

The most testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Lourdes Brent	Los Angeles Trade Tech	Hearing	Individual oppose
Patricia Flores-Charter	Southwestern College	Hearing	CO Learning Disability Field Advisory Cmte. Support
Andrienne Foster	West Los Angeles College	Hearing	Individual support
Adam Gottdank	School of Cont. Education NOCCD	Hearing	Individual support
Maria Gonzales	West Hills College – Lemoore	Hearing	Individual support
Victoria Greco	Mt. San Antonio College	Hearing	Individual support
Buran Haidar	San Diego Miramar	Hearing	Senate support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
April Juarez	Long Beach City College	Hearing	Individual support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Susan McMurray	Los Angeles College	Hearing	Individual support
Mary Mettler	Santiago Canyon College	Hearing	Individual support
Arnita Porter	West Los Angeles College	Hearing	Individual support
Mary Rees	Moorpark College	Hearing	Department support

## SECTION 2: REVISIONS TO DISCIPLINES (NON-MASTER'S)

### PROPOSAL #A:

Proposed Revision Discipline: Supply Chain Technology

Organization: Norco College

### Current Minimum Qualifications:

Add New Discipline.

### Proposed Change:

*Any Bachelor's degree and two years of professional experience **OR** an associate degree in supply chain technology, automated systems technician, mechatronics or related discipline **AND** six years of professional experience related to the field.*

### Rationale:

According to the U.S. Department of Commerce, 2013 retail e-commerce sales were forecasted to be \$262B and are growing at a double-digit annual rate. In the next three years, e-commerce sales will grow an additional \$75B and are forecast to make up 30% of total U.S. retail sales by 2030. A recent research study, conducted by the National Center for Supply Chain Technology Education found that most firms are using logistics technologies in increasingly more comprehensive ways to meet ever evolving customer requirements. Although the study demonstrated that the growth of e-commerce was the main factor driving this rapid technology investment forward, e-commerce order size (typically one item), mass customization and immediate delivery expectations on the part of consumers, re-shoring, consumer safety concerns, cost control and competitiveness and the flexibility automated systems provide industry were also found to be drivers in their own right. These drivers are so powerful that, according to the Motorola 2013 Warehouse Visions Report, by 2018 “66% of surveyed firms plan to equip warehouse staff with additional technology and 70% plan to have more automated processes in their warehouse operations”.

This rapid shift in technology requires the advanced skills of a **supply chain technician**. ***This is a person who installs, operates, supports, upgrades, or maintains the software, hardware or material handling equipment which supports the supply chain.*** These individuals are highly trained, well paid and in demand. Unlike supply chain managers, who address processes, supply chain technicians need to have an understanding of tools, automation, and software systems.

The need for supply chain technicians is projected to grow significantly in the future. Nationally, industries with the potential for supply chain employment counted \$46,617,643 workers in 2013.<sup>4</sup> Supply chain technology jobs will grow 1.8% nationally from 2013-2016.<sup>5</sup> The top 10 states with supply chain technology jobs in 2018 (in descending order) will be: California, Texas, Florida, New York, Illinois, Pennsylvania, Ohio, Georgia, New Jersey, and Tennessee. States with the largest projected growth are: California (9.85%), Texas (9.27%), Florida (5.63%), New York (5.61%), and Illinois (5.36%). Employers in California alone estimate they currently employ 32,600 Supply Chain Technicians and employment for this occupation is expected

to grow 15% by 2015 in the state. Most notably, the supply chain workforce in the California Inland Empire of Riverside and San Bernardino counties is estimated at 483,221 with projected 5.3% growth by 2016.

Researchers have demonstrated that companies with well-run logistics operations and effective supply chains outperform other companies in the national business environment. Given that business is the economic engine of the national economy, and the critical relationship of supply chain technology to business performance, maintaining the critical national supply chain infrastructure and educating the current and future technician workforce is essential to the economic health of the United States.

The rationale for proposing the addition of Supply Chain Technology as a discipline (as opposed to a program within another discipline) is based upon a number of factors. Its emergence as a high-demand, high-growth occupation and significance to the national economy are certainly noteworthy. The discipline has only recently been defined by the National Science Foundation’s National Center for Supply Chain Technology Education after careful research conducted in concert with supply chain technology industry leaders nationwide. The National Center for Supply Chain Technology Education was established in August of 2011 through an investment made by the National Science Foundation. Hosted by Norco College, the Center’s mission is to identify and develop skills-based educational pathways, facilitate professional development, and disseminate educational materials with the goal of increasing the number of skilled supply chain technicians to meet the growing national need across the private and public supply chains. The research conducted by the National Center has identified the requisite skill sets that serve the supply chain technology industry and is being used as a foundational base to develop level I and II national industry certifications in collaboration with Material Handling Industry and Manufacturing Skill Standards Council.

Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Lyn Greene	Norco College	Hearing	Senate support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Mary Mettler	Santiago Canyon College	Hearing	Individual support







## National Council for Black Studies, Inc.

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September 29, 2014

Craig Rutan  
Associate Professor of Physics and Engineering  
South Representative, Academic Senate for California Community Colleges  
Chair, ASCCC Standards and Practices Committee  
Academic Senate Vice President, Santiago Canyon College  
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Peace and blessings Professor Rutan,

The National Council for Black Studies (NCBS) is the leading organization of Black Studies professionals in the world and as such, has been in the forefront of driving the development of Black/Africana Studies as a respected academic discipline for over 30 years. Our guiding philosophy believes that education should engender academic excellence and social responsibility which include but are not limited in our efforts to:

- Establish standards of excellence and provide development guidance for Black Studies programs in institutions of higher learning
- Facilitate the recruitment of black scholars at all levels
- Promote and enhance scholarly Afrocentric research in all aspects of the African Diasporan Experience while working to ensure increased access of this information to the public at large
- Assist in strengthening the K-12 pipeline through the creation of multi-cultural education programs and materials
- Provide consultation to policy makers in key areas such as education, government and community development

As part of an on-going commitment to strengthening student success within the education pipeline and workforce, NCBS has increased our collaborations with California Community Colleges over the past decade to address the growth and needs of Black Studies as a discipline within the academe. During our Fall 2014 Board Meeting earlier this month, the request to support the newly proposed African American discipline designator for California Community Colleges as submitted for review by Thekima Mayasa, author and Board Member from San Diego Mesa College. After discussion, careful consideration and vetting, the proposed African American discipline designator was unanimously approved by the NCBS board.

The National Council for Black Studies recognizes the important role of California Community Colleges in cultivating equity and scholarship among all students within higher education. And we are committed to supporting endeavors that strengthen our efforts to achieve academic excellence and social responsibility in the process. If you have any questions or need any additional information, please feel free to contact me at 513-556-0785.

Light, Grace, and Balance,

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*Promoting Academic Excellence and Social Responsibility*

