

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS**

October 14, 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.

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)

Add New Discipline.

Proposed Change:

*Master's degree in Counseling, Rehabilitation Counseling, Guidance Counseling, Clinical or Counseling Psychology, Education Counseling, Social Work, Career Development, *Marriage and Family Therapy, or Marriage, *Family and Child Counseling **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 and*

- *Twelve or more semester units in upper division or graduate level course work specifically related to people with disabilities, or*
- *Have completed six semester units or the equivalent of a graduate-level counseling practicum or counseling field-work courses in a community college 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:*
 - *Counseling students with disabilities; or*
 - *Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for people with disabilities.*

Rationale:

The student population of Disabled Students Programs and Services (DSPS) has grown exponentially over the years. In the 1992-1993 academic year, the DSPS student count was 58,524. In the 2013-2014 academic year, the DSPS student count was 125,223. The DSPS 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 DSPS 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 DSPTS 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 DSPTS 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.

PROPOSAL #3:

Proposed Revision Discipline: Learning Disabilities Specialist: DSPTS

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 be 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 (DSPTS) 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 DSPTS, 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 DSPTS 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.

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 2013.⁴ Supply chain technology jobs will grow 1.8% nationally from 2013-2016.⁵ 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.

SECTION 3: REVISIONS TO MINIMUM QUALIFICATIONS SECTIONS OF TITLE 5 CODE OF REGULATION

Title 5 Section Being Revised: §56048

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

Current Minimum Qualifications: (Found in Title 5 §56048)

Each district receiving funds pursuant to this subchapter shall designate a DSPTS Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPTS. The designated Coordinator must meet the minimum qualifications for a DSPTS counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

Proposed Change:

Each district receiving DSPTS funds pursuant to Sections 67310-12 and 84850, Education Code, shall designate a DSPTS Coordinator *or Director* for each college in the district.

The designated *Director* must meet the minimum qualifications for a DSPTS counselor or instructor set forth in Section 53414(a) through (d), **or** meet the minimum qualifications for an educational administrator set forth in Section 53420 **and**, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling, or administration in secondary education, working predominately or exclusively in programs for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.

Rationale:

The current Title 5 §56048 Staffing, provides the regulation for the DSPS Coordinator. “Each district receiving funds pursuant to this subchapter shall designate a DSPS Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS. The designated Coordinator must meet the minimum qualifications for a DSPS counselor or instructor set forth in §53414(a) through (d) **or** meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling, or administration in secondary education, working predominately or exclusively in programs for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.”

The designation of DSPS Director, in addition to the designation DSPS Coordinator, reflects the fact that colleges may decide to hire a faculty coordinator under §53414 or an educational administrator under §53420. The 112 colleges are fairly evenly split on each designation. The minimum qualifications described above in (1) through (4) are identical to those already in place for the DSPS Coordinator.

Therefore, as we draft our new Title 5 regulations for DSPS we are revising the staffing regulation to read DSPS Coordinator **or** DSPS Director to clarify that DSPS can have either, depending on the District’s hiring practices. The distinction between Coordinator and Director is important relative to the authority to supervise DSPS personnel. On most campuses, the DSPS Coordinator does not typically have supervisory authority over faculty or classified DSPS personnel. Usually, a Dean works with the Coordinator to perform these duties. Conversely, the Director does have supervisory responsibility.