**FACULTY NEEDS ASSESSMENT APPLICATION**

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| Name of Person Submitting Request: | | **Denise Knight** |
| Program or Service Area: | | **Child Development** |
| Division: | | **SSHDPE** |
| When was the last Program Efficacy document completed? | | **Spring 2008** |
| What rating was given? | | **Continuation** |
| # of FT faculty 3 | # of Adjuncts | Faculty Load  **8.1** |
| Position Requested | | **Full-time tenure track instructor with a specialization in Early Intervention** |

1. Provide a rationale for your request.

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| In Spring 2005, during the faculty negotiations with the district, the Child Development Department (CD Dept.), through the CTA union, agreed to give up the Child Development Center (CDC) Director position, a tenure-track position in the CD Dept. who taught a minimum of four classes each semester, in exchange for a full-time faculty position for the 2006-2007 school year. The CDC Director vacancy, now a classified manager position, was filled; however, the promised full-time faculty position in the Child Development Dept. position was neither opened nor discussed.  In Fall 2008 the Child Development Department was comprised of five full-time and sixteen adjunct faculty. By Spring 2009 two full-time faculty members submitted their resignations. Taking into account the promised full-time faculty position and two faculty retirements, the department is now short three faculty members. One faculty position is currently on the President’s list and considering the fact that the CD Department received the recommendation of “Expansion” in Program Review Fall 2007, it is the department’s expectation that these positions be filled.  Our request for a full-time tenure track instructor with a specialization in Early Intervention in response to the growing need for preschool teachers with knowledge of early intervention techniques. The department received a grant from West Ed and the California Community College Personnel Preparation Project (CCPPP) to develop an Early Intervention certificate and degree. This program is being mandated by the state as the rising number of children with special needs and disabilities are increasing in early childhood education settings. The classes, certificates and A.A. degree went through the curriculum process in Fall 2007 and are currently being offered. The Child Development Department needs a faculty member with current experience and a specialization in Early Intervention and Inclusion.  According to the U.S. Department of Labor’s Bureau of Labor Statistics Occupational Handbook 2008-09, “School enrollments are projected to increase slowly over the next decade, but faster growth is expected among special education students and students for whom English is a second language.” “Legislation requires students with disabilities and non-native English speakers to receive an education equal to that of other students. This expected increase will continue to generate jobs for teacher assistants, who help to accommodate these students’ special needs.” |

1. Indicate how the content of the EMP One-Sheet and latest Program Efficacy Report support this request. How is the request tied to program planning? *(reference the page number(s) where the information can be found on the EMP and Program Efficacy).*

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| The Child Development department has an academic as well as vocational orientation. The academic program prepares students for Associate of Arts degrees that articulate with educational institutions that offer BS/BA in Child Development degrees. The vocational program which interfaces with the academic program allows students to develop skills suitable for immediate employment. The certificate programs provide a well-rounded, concentrated area of study in child development. At the present time, the department has eight certificates and three AA degrees. The vocational nature of our program requires our full-time faculty to interface and provide outreach to community programs serving children birth through age eight this outreach work is in addition to their teaching load. An additional faculty member would allow us to better distribute not only the teaching load but community obligations.  The department functions to provide the academic foundation necessary for students to become successful providers of early childhood care and education. Data from the EMP One Sheet (pg 31) indicates that the Child Development department has a faculty load of 8.1 yet only has 3 full-time faculty. This means that well over 50% of all Child Development courses offered are taught by adjunct faculty. This fact has placed an increased burden on the existing full-time faculty. Through good planning a great dedication the remaining full-time faculty have managed to keep the retention rate, FTE’s, degrees and certificates awarded at or above both division and college levels but over time this commitment of time and energy will dissipate. |

1. Provide updated or additional information you wish the committee to consider   
   *(for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc).*

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| Since AB172 took effect in January 2007, we have experienced a steady increase in the already high demand for CD courses,(see EMP pg 31). AB172 requires existing preschool teachers to pursue college classes in order to increase their knowledge of Child Development in the areas that include but are not limited to early intervention, assessments, early literacy skills, and planning developmentally appropriate activities.  The legislation has provided funding ($50,000,000) for additional staffing in state preschool programs. The money was released in Oct/Nov 2008. The San Bernardino area received over $2,250,000 for new programs. Many Child Development teachers, aides, and parent educators have already started taking classes at SBVC in order to attain the lower division coursework that they need for these new positions. |

1. Evaluation of related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example: Department Budget, VTEA or Perkins).

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| The starting salary is approximately $46,635 not including benefits. The ongoing cost would be the annual step increase and/or COLA increase. |

1. What are the consequences of not filling this position?

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| The greatest challenge in our not receiving this position lies in the fact that there is a tremendous demand for instructors with an Early Intervention specialization. It was difficult to find an adjunct instructor willing to teach our early intervention classes, consequently the success of our program lies primary in the hands of an adjunct faculty member. |